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ABSTRACT

This guide was developed to help counselors and teachers infuse career education into the elementary school curriculum in Missouri. The guide is organized in eight sections. The first section introduces the idea of career education, traces its history, and lists the Missouri core competencies and key skills related to vocational education. The second section discusses infusing career education into the elementary curriculum. Section 3 suggests activities for teaching five career education skills: decision-making skills, self-awareness, human relationships, vocational/academic skills, and independent living skills. Sections 4 and 5 discuss the counselor's and parents' roles in career education. Section 6 suggests funding sources for career education projects, and section 7 provides a list of publishers of career education materials. The final section lists 45 references. (KC)

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Implementing Career Education At The Elementary School Level

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Implementing Career Education at the Elementary School Level

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Introduction

HISTORICAL PERSPECTIVE OF CAREER EDUCATION

The term "career education" has taken on many different meanings over the years. It was first conceptualized by Sidney Marland, Jr. in 1971 as a method to reduce the dropout rate by making education more meaningful to students (Kokaska & Brolin, 1985). In 1974 the U.S. Office of Career Education was established within the Department of Education. This office promoted career education within schools, funded special projects and held conferences to support efforts in career education. The Career Education Implementation Incentive Act (P.L. 95-207) was passed in 1977 for the purpose of helping states infuse career education into existing curriculum. Since monies were available, many states focused on goals and objectives for career development throughout the K-12 school system. In 1982, the Career Education Incentive Act was repealed and the Office of Career Education was phased out. The impetus provided by the Career Education Incentive Act and its monies was quickly forgotten by states and school districts alike. The more recent emphasis on students at-risk, dropouts and transition programming from school to work for students with special needs has revived an interest in career education under the auspices of career development and developmental guidance activities.

DEFINITIONS

Career education continues to be defined differently by different groups. The 1977 Act defined career education as: "the totality of experiences, which are designed to be free of bias and stereotyping, through which one learns about, and prepares to engage in, work as part of her or her way of living and through which he or she relates work values to other life roles and choices" (United States Statutes, p. 1473).

More recently, Kokaska and Brolin (1985) defined career education as: **"the process of systematically coordinating all school, family and community components together to facilitate each individual's potential for economic, social and personal fulfillment and participation in productive work activities that benefit the individual or others"** (p. 43).

These broad based definitions allow for various interpretations and implementation of the developmental tasks required for individuals to reach their potential. Most theorists have found that stages exist in the career development of individuals. Although called by different names, these stages begin with the fantasy worlds of young children. If given appropriate opportunities, children begin to

explore their own abilities and the world of work, and make realistic decisions regarding career goals. Preparation toward those goals often begins in high school with the four year plan of courses designed to prepare one for postsecondary education or a specific job goal. These stages of awareness, exploration and preparation, occur within the years an individual is involved in school (Healy, 1982).

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM (MCGP)

Realizing the importance of career development and a steady progression through these stages, Missouri has developed a *Comprehensive Guidance Program* which incorporates many of the developmental tasks required for optimal growth in this area. Counselors involved in this guidance program implement a curriculum which aids students in self-awareness and awareness of the world of work. The K-6 competencies cover 11 categories:

Area I - Career Planning and Exploration
- Category A- Exploring Careers
- Category C- Understanding How Being Male or Female Relates to School and Work
- Category N- Learning How to Use Leisure Time

Area II - Knowledge of Self and Others
- Category B- Understanding and Accepting Myself
- Category F- Making Decisions
- Category H- Understanding and Getting Along with Others
- Category K- Knowing How Drugs and Alcohol Affect Me and My Friends
- Category P- Learning About Family Responsibilities

Area III - Educational and Vocational Development
- Category J- Improving Study and Basic Learning Skills
- Category M- Learning from Friends and Others About School
- Category O- Planning for School

(Starr & Gysbers, 1989)

Each of these areas has goals and suggested procedures/activities to use with children in the classroom or in a small group setting. Each area and category is divided into K-3 competencies and 4-6 competencies. For example, one activity to explore careers suggests that students K-3 draw someone they know in their work clothes with tools or supplies the person might need to perform the job. In grades 4-6, a suggested follow up activity is to have students list all the jobs around the school and to discuss skills needed for these jobs. Counselors involved in the *Missouri Comprehensive Guidance Program* implement this curriculum often with the help of classroom teachers.

The *Missouri Comprehensive Guidance Program* can be purchased from the Instructional Materials Laboratory, University of Missouri-Columbia, 2316 Industrial Drive, Columbia, MO 65202, (800) 669-2465 (Missouri only).

CORE COMPETENCIES AND KEY SKILLS (CC/KS)

In 1985, Missouri passed the Excellence in Education Act. In accordance with Section 4 of this Act, a list of learner outcomes for specific subject areas was produced for grades 2 through 10 (Missouri Department of Elementary and Secondary Education, 1986). These core competencies and key skills are used to guide curriculum development in Missouri's school districts. Many of these core competencies and key skills can be taught and reinforced with the tasks and activities necessary for children to progress along the career development continuum.

Below is a list of core competencies at various levels according to subject matter. Each of these skills could be related to career education tasks.

CORE COMPETENCIES AND KEY SKILLS (CC/KS) RELATED TO CAREER EDUCATION

LEVELS II-III

Language Arts/Reading/English, Level II

- D2 Use book parts and reference sources to obtain information (table of contents, glossary, pictionary/dictionary)
- D3 Interpret information from simple maps and charts
- G4 Recognize and produce expressive and persuasive writing in descriptions of persons and objects; stories with at least three sentences; poems and social notes
- I1 Speak loudly and distinctly enough to be heard by audience (whether one person or group)
- I6 Send effective oral messages by telephone, tape or videotape
- J1 Relate personal experiences in sequential order
- J2 Give or follow oral directions of three or more steps clearly and sequentially

Language Arts/Reading/English, Level III

- C9 Draw conclusions and make generalizations from material read
- D4 Read and follow directions with at least three steps

Mathematics, Level II

- D1 Tell and record time by fifteen-minute intervals using a standard clock
- D5 Measure lengths, weights (mass), volume and capacity using nonstandard and standard units
- F2 Interpret picture graphs and simple bar graphs
- H1 Identify coins and state their respective values

Mathematics, Level III

- B5 Add and subtract money amounts using the proper symbols
- D5 Measure lengths to the nearest centimeter and to the nearest inch
- F1 Identify rectangles, squares, circles and triangles

Science, Level II

- A13 Observe desirable health and nutrition habits
- B4 Classify pictures of a variety of foods according to the basic food groups
- B6 Classify a set of seasonal activities according to the four seasons
- C2 Measure the height of seedlings
- D4 Describe the importance of safe practices when using electrical appliances, outlets and cords
- E2 Infer what to wear based upon personal observations and weather data

Science, Level III

- A2 Identify safe and appropriate responses to a variety of hazardous and emergency situations
- E2 Infer the value of planning for emergency conditions

Social Studies/Civics, Level II

- A3 Describe characteristics of such places as farms, cities, shopping centers and residential areas
- B1 Describe how people use the environment of the local community
- B2 Recommend ways people could take care of their environment while they use it
- D1 Locate places on maps using simple verbal directions (right, left, in front of, behind, etc.)
- E2 Place events and people studied in chronological order
- E3 Predict causes and consequences of events discussed in class or experienced by students
- E4 Compare activities of today pertaining to travel, communications, work, school and family life with those activities as they were carried out in the past
- G2 Propose rules that provide order and fairness in the classroom
- G3 Identify ways in which rules and laws help prevent conflict
- H2 Identify major officials studied in class and describe what they do
- J1 Exhibit cooperation, compromise and responsible behavior in decision-making discussions
- N1 Identify the resources needed in producing familiar goods and services
- O3 Identify ways households obtain income to purchase goods and services
- S1 Identify basic emotions (joy, sadness, fear, loneliness; anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations

Social Studies/Civics, Level III

- A2 Identify places in the local community on appropriate maps
- D2 Interpret simple maps, using knowledge of direction, distance, size, common map symbols and other symbols explained in the legend
- D3 Construct simple maps of the local area (classroom, playground, neighborhood, town)
- D4 Communicate clearly how to go from one place to another in the school or neighborhood using verbal directions and a hand drawn map
- F1 Describe differences in how two people perceive and judge an event, and explain why their perceptions and judgements differ
- N3 Explain productivity and why it is important
- T1 Indicate how various human needs are met by family, other people and organizations in the local community

LEVELS IV-V-VI

Language Arts/Reading/English, Level IV

- C6 Summarize material read
- D1 Select and use appropriate reference sources to obtain information: dictionary, encyclopedia, textbooks, trade books, atlas and telephone directory
- D2 Use book parts to locate information: table of contents, index, glossary and guide words
- D3 Interpret and apply information from maps, charts, time lines, tables, diagrams and graphs
- D6 Follow multistep directions
- G4 Edit writing for spelling
- G5 Edit writing for capitalization: names and titles of persons, geographic names, main words in titles and first words of a quote
- H1 Demonstrate attention and courtesy by maintaining eye contact with speaker and asking questions for clarification and/or additional information at appropriate time
- H3 Expand personal listening vocabulary to include multiple and specific meanings of words [including specialized vocabulary and figurative language]
- I2 Expand oral vocabulary from various sources
- I5 Make and respond to introductions
- J1 Follow or give multistep directions clearly and sequentially
- J3 State and explain personal points of view
- K1 Use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech and eye contact

Language Arts/Reading/English, Level V

- D3 Organize material for own use by simple notetaking and outlining
- F3 Use dictionary, thesaurus and library resources in writing
- G3 Produce various forms of writing: paragraphs with topic sentences and supporting details, journals, stories, poems, autobiographical and biographical pieces, how-to activities, social notes, informal and business letters and simple reports
- G9 Prepare legible copy of written products to share with others and share aloud with special audiences
- J4 Organize and present plays, book reviews and reports to the class

Language Arts/Reading/English, Level VI

- D5 Check validity of sources by comparing information from more than one source (copyright date, etc.)
- E3 Use reading to meet such personal needs as assembling models, etc.

Mathematics, Level IV

- B Apply the basic operations in computational situations
- C Estimate results and judge reasonableness of solutions
- F1 Collect, categorize and represent data in chart form
- G3 Create and solve word problems
- H2 Make change in amounts through $5.00

Mathematics, Level V

- C2 Determine if a fraction or decimal is nearer one or zero
- D1 Choose an appropriate unit of measure (metric and traditional) to measure length, area, capacity and weight (mass)
- D2 Measure lengths to the nearest fourth inch and to the nearest centimeter
- D3 Weigh objects to the nearest ounce, and determine mass to the nearest gram
- D6 Calculate areas and perimeters of rectangles (including squares)
- F1 Construct and interpret picture graphs, bar graphs, charts and tables from given data
- H2 Solve problems involving elapsed time using hour and half hour intervals

Mathematics, Level VI

- B8 Solve simple problems using proportion
- H3 Make change in amounts through $20.00

Science, Level IV

- A11 Observe and identify weather instruments used to measure and to record weather conditions
- A12 Locate major organs (heart, lungs, liver, stomach, brain) in the body using diagrams or models
- A14 Identify the sensory organs of the human body
- A17 Observe various kinds of simple machines (pulley, lever, etc.)
- B3 Classify controlled substances in relation to the long- and short-term effects on body functions
- C3 Tell and record time including seconds using a standard clock

Science, Level V

- A7 Identify the recommended daily allowances of the major nutrients in a balanced human diet
- A10 Identify the principal function of the major organs of the human body (heart, liver, brain, stomach, lungs, kidney)
- C3 Measure and record readings from thermometers, spring scales, balances and graduated cylinders
- E2 Infer what conditions in the environment provide the requirements for life

Science, Level VI

- D4 Draw a food chain and food web
- D10 Construct a simple musical instrument to demonstrate pitch and how it may be altered
- D14 List two factors that cause an animal to become an endangered species
- F3 Predict the effect of removing one or more of the light bulbs in both series and parallel circuits
- G8 Describe the variables for increasing the efficiency of simple machines

Social Studies/Civics, Level IV

- A1 Match maps with real places or with photographs
- B3 Identify problems related to people's use of the environment, and describe ways the environment has been protected while meeting human needs
- I2 Predict consequences that follow when members of a class, family or community fail to carry out their responsibilities
- J3 Identify constructive ways a consumer could seek to redress a grievance at a local store (e.g., a student discovers the milk she bought is sour)

O1 Explain how and why employment in different industries varies among regions
Q1 Identify factors that contribute to changes in employment and income in regions studied
S3 Describe how the actions of a group influence individuals in the group
U1 Identify similarities and differences among major ideas, values and attitudes of people from various regions studied in class

Social Studies/Civics, Level V

E4 Identify innovations in transportation and communication, and describe their impact on the lives of Americans
G3 Identify examples of democratic processes, and identify rules and laws that promote specific democratic values (freedom, justice, equality, domestic tranquility, general welfare, popular sovereignty, and rule of law)
I2 Identify rights and responsibilities individuals have as citizens of the United States
J3 Identify constructive ways of promoting changes in rules of home, school and community
M3 Use a rational decision-making process when making or analyzing simple personal economic decisions. At this age level, the process should include identifying alternative decisions, trying to predict and evaluate consequences, making the decision and being able to give reasons to support it
S2 Indicate how people learn and remember skills, attitudes and appropriate behavior for various settings
V2 Develop and use a plan for investigating a question, including: defining the question clearly; identifying resources needed; formulating hypotheses based on data; proposing and carrying out ways to test the hypotheses; assessing how the question was resolved

Social Studies/Civics, Level VI

J1 Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgement until important facts are known, and accept decisions of the group once a final decision has been made
O1 Predict consequences of major increases or decreases in household incomes on community businesses
S3 Identify different roles or positions an individual may assume (parent, student, friend, worker, citizen, adult, etc.) and the expected behavior usually attached to each role

(Missouri Department of Elementary and Secondary Education, 1986)

Teachers who infuse career education into their classroom activities can easily relate these activities to core competencies/key skills and/or guidance competencies. Throughout this manual, ideas for infusion will be followed by correlates to these competency-based guides.

The *Core Competencies and Key Skills for Missouri Schools* is available from the Missouri Education Center, 1206 East Walnut, Columbia, MO 65201, (314) 886-2157 or (800) 829-2226.

LIFE CENTERED CAREER EDUCATION (LCCE)

The LCCE curriculum, developed by Dr. Donn Brolin (1989), is often utilized by special educators as a framework to enhance their K-12 curriculum. It emphasizes daily living skills, personal-social skills and occupational guidance and preparation. Career development concepts are the foundation of this curriculum designed to facilitate "growth and development for all life roles, settings and events" (p. 6). The competencies (below) within this curriculum are also useful to general educators and often correlate highly with the *Missouri Comprehensive Guidance Program* objectives and the *Core Competencies and Key Skills for Missouri Schools*. The LCCE competencies are as follows:

LIFE CENTERED CAREER EDUCATION COMPETENCIES BY CURRICULUM AREA

DAILY LIVING SKILLS

A. Managing Personal Finances

1. Count money and make correct change
2. Make responsible expenditures
3. Keep basic financial records
4. Calculate and pay taxes
5. Use credit responsibly
6. Use banking services

B. Selecting and Managing a Household

7. Maintain a home exterior/interior
8. Use basic appliances and tools
9. Select adequate housing
10. Set up household
11. Maintain home grounds

C. Caring for Personal Needs

12. Demonstrate knowledge of physical fitness, nutrition and weight control
13. Exhibit proper grooming and hygiene
14. Dress appropriately
15. Demonstrate knowledge of common illness prevention and treatment
16. Practice personal safety

D. Raising Children and Meeting Marriage Responsibilities

17. Demonstrate physical care for raising children
18. Know psychological aspects of raising children
19. Demonstrate marriage responsibilities

E. Buying, Preparing and Consuming Food

20. Purchase food
21. Clean food preparation areas
22. Store food
23. Prepare meals

24. Demonstrate appropriate eating habits
25. Plan and eat balanced meals

F. Buying and Caring for Clothing

26. Wash/clean clothing
27. Purchase clothing
28. Iron, mend and store clothing

G. Exhibiting Responsible Citizenship

29. Demonstrate knowledge of civil rights and responsibilities
30. Know nature of local, state and federal governments
31. Demonstrate knowledge of the law and ability to follow the law
32. Demonstrate knowledge of citizen rights and responsibilities

H. Utilizing Recreational Facilities and Engaging in Leisure

33. Demonstrate knowledge of available community resources
34. Choose and plan activities
35. Demonstrate knowledge of the value of recreation
36. Engage in group and individual activities
37. Plan vacation time

I. Getting Around the Community

38. Demonstrate knowledge of traffic rules and safety
39. Demonstrate knowledge and use of various means of transportation
40. Find way around the community
41. Drive a car

PERSONAL-SOCIAL SKILLS

J. Achieving Self Awareness

42. Identify physical and psychological needs
43. Identify interests and abilities
44. Identify emotions
45. Demonstrate knowledge of physical self

K. Acquiring Self Confidence

46. Express feelings of self-worth
47. Describe others perception of self
48. Accept and give praise
49. Accept and give criticism
50. Develop confidence in oneself

L. Achieving Socially Responsible Behavior

51. Develop respect for the rights and properties of others
52. Recognize authority and follow instructions
53. Demonstrate appropriate behavior in public places
54. Know important character traits
55. Recognize personal roles

M. Maintaining Good Interpersonal Skills

56. Demonstrate listening and responding skills
57. Establish and maintain close relationships
58. Make and maintain friendships

N. **Achieving Independence**
- 59. Strive toward self-actualization
- 60. Demonstrate self-organization
- 61. Demonstrate awareness of how one's behavior affects others

O. **Making Adequate Decisions**
- 62. Locate and utilize sources of assistance
- 63. Anticipate consequences
- 64. Develop and evaluate alternatives
- 65. Recognize nature of a problem
- 66. Develop goal seeking behavior

P. **Communicating with Others**
- 67. Recognize and respond to emergency situations
- 68. Communicate with understanding
- 69. Know subtleties of communication

OCCUPATIONAL GUIDANCE AND PREPARATION

Q. **Knowing and Exploring Occupational Possibilities**
- 70. Identify remunerative aspects of work
- 71. Locate sources of occupational and training information
- 72. Identify personal values met through work
- 73. Identify societal values met through work
- 74. Classify jobs into occupational categories
- 75. Investigate local occupational and training opportunities

R. **Selecting and Planning Occupational Choices**
- 76. Make realistic occupational choices
- 77. Identify requirements of appropriate and available jobs
- 78. Identify occupational aptitudes
- 79. Identify major occupational interests
- 80. Identify major occupational needs

S. **Exhibiting Appropriate Work Habits and Behavior**
- 81. Follow directions and observe regulations
- 82. Recognize importance of attendance and punctuality
- 83. Recognize importance of supervision
- 84. Demonstrate knowledge of occupational safety
- 85. Work with others
- 86. Meet demands for quality work
- 87. Work at a satisfactory rate

T. **Seeking, Securing and Maintaining Employment**
- 88. Search for a job
- 89. Apply for a job
- 90. Interview for a job
- 91. Know how to maintain post-school occupational adjustment
- 92. Demonstrate knowledge of competitive standards
- 93. Know how to adjust to changes in employment

U. **Exhibiting Sufficient Physical-Manual Skills**
   94. Demonstrate stamina and endurance
   95. Demonstrate satisfactory balance and coordination
   96. Demonstrate manual dexterity
   97. Demonstrate sensory discrimination

V. **Obtaining Specific Occupational Skills**
   There are no specific subcompetencies as they depend on skill being taught.

(Revised January, 1987)

Teachers can utilize this framework to ensure that students gain the life skills necessary for success in their adult roles. These competencies relate very closely to the competencies found in the *Missouri Comprehensive Guidance Program*, as well as some of the *Core Competencies and Key Skills for Missouri Schools* especially in the areas of math and social studies. They differ from the other frameworks by their practical functional approach.

The *Life Centered Career Education* materials can be purchased from The Council for Exceptional Children, 1920 Association Drive, Dept. AM123, Reston, VA 22091-1589, (703) 620-3660.

STUDENTS WITH DISABILITIES

Although all students can benefit from the planned, systematic infusion of career education concepts into the curriculum, for students with disabilities the explicit teaching of these concepts is essential. These students frequently have difficulty with abstract concepts and with generalizing concepts to other areas. Using career education information with daily activities in all subject areas allows students with disabilities to gain concrete knowledge of themselves, others and the world of work. As they reach junior and senior high school these students will be better prepared to make decisions regarding their future goals.

Career education is both developmental and functional. Skills that are developed in the elementary grades can be enhanced in later grades. Moreover, the goals of career education are compatible with the skills that are required for transition planning. Students must develop a positive self image, a good attitude toward work and education, as well as specific skills if they are to successfully move into employment and/or training from the school setting. As we prepare for the year 2000 it is essential that we prepare students for the changing world of work. Career education is a vital component of this transition process.

The monetary costs of unemployment and social welfare programs for adults with disabilities are justification enough to warrant an emphasis on transition programming. However, the high cost of unemployment to the dignity of Americans with disabilities makes it imperative that educators assist students in planning a

successful transition from school to work. Many times transition planning is not started until the student enters high school. At that time, it is apparent that students are nearing the completion of their education, and it is time to consider what the students will do with the rest of their lives. Although this is a critical time for every student, the actual planning for transition from school to work cannot be delayed until high school. Effective transition planning is a K-12 + initiative.

In addition to career-vocational skills, the importance of developing appropriate social skills in students with disabilities cannot be overlooked. Unlike the "normal" student, the student with special needs must have a structure to develop such skills. As the student matures and does not have an opportunity to attain appropriate socialization skills, in later years inappropriate habits will be more difficult to change. For this very reason, the emphasis at the elementary level is crucial. Research has repeatedly proven that individuals with special needs do not lose their jobs due to the lack of technical skills but rather the inability to relate well with their peers and supervisors.

The acquisition of independent living skills is also important for young students who experience disabilities. Awareness and attitudes about the importance of taking responsibility for self care, household management, consumer skills and leisure skills are established when children are young. Experiences in elementary school that infuse independent living skills into the curriculum will provide a solid foundation for students as they prepare for further roles as parents, workers, home owners and responsible citizens.

Teachers are instrumental in career development of their students. Elementary teachers build the foundation for growth by providing opportunities for the development of self-awareness, interpersonal skills, decision-making skills, awareness of the world of work and independent living skills. These opportunities can be found within any content area. It is the purpose of this manual to provide elementary teachers with a framework for conceptualizing career development. Furthermore, this manual is designed to give teachers ideas on the incorporation of career education concepts into the content areas they teach each day.

Infusing Career Education

Career development is a life long process involving the interaction of personality, values, societal needs, experiences, education and life styles. Because career development involves many aspects of an individual's life, career education curriculum must be broadly based and should be pervasive throughout the student's total educational experience. It should not be left to chance and should be a systematic and comprehensive process (Meers, 1987).

The infusion method of delivering career education content involves the integration of career content through existing curriculum. Infusion allows teachers to apply career education concepts into math, reading or social studies. For example, when career concepts are integrated into an existing math course, the student is provided the opportunity to use math principles in relation to a career skill. A student might apply math skills to completing a time card, making change or in conducting personal banking business (Meers, 1987).

CAREER EDUCATION GOALS

Eight goals are generally associated with career education. These goals can be identified as the following:

Basic Skills - The development of reading, writing, computation, listening and speaking skills. These basic skills are critical for students to possess as they prepare for a rewarding career and the lack of basic skills can limit occupational choices.

Self-Awareness - The development of self-esteem and positive attitudes toward others. Self-awareness can serve to motivate students to accomplish personal goals.

Educational Awareness - This goal stresses that all educational experiences are integrated with total career development and preparation.

Attitude Development - The development of positive attitudes toward work, learning, leisure and individual and cultural differences.

Career Awareness and Exploration - Development of an early and continuing awareness of career options and opportunities and exploring them in relation to maturing personal values, interests and aptitudes.

Career Planning and Decision-Making - Engagement in career planning and application of this knowledge in making wise decisions along the career development continuum.

Career Preparation - Development of competencies needed for progression or entry into the next educational or occupational level.

Consumer and Economic Awareness - The understanding of the contribution of work to the economic system and acquiring the consumer competencies needed to make wise decisions in the use of individual resources.

(Port, no date)

Many of these goals are consistent with the goals of an elementary curriculum. However, career education is a K-12 effort. Academic subjects are taught in a systematic manner throughout the curriculum. At specific grade levels students are exposed to different aspects of information and they are able to build upon skills learned previously. Career education must also be taught in this manner. Concepts which are introduced in kindergarten should be addressed throughout the curriculum.

Career education concepts are generally introduced within a general framework. This framework includes the following components:

Career Awareness involves the awareness of the role of work in society, the relationship of work to total life and role identification. Career awareness is usually associated with the elementary school years. Children learn to differentiate among occupations by examining the work roles of members of their families, school staff and others with whom they come in contact. For example, field trips to the zoo or a dairy expose them to various occupations involved in the production of goods and services and/or the maintenance of a facility. Self-awareness and the development of self-confidence are stressed during this stage. Successful experiences in the classroom as well as exposure to a wide variety of career options and work models are important features of this stage.

Career Exploration involves a close look at a variety of occupations and an emphasis on the relationship of career to life situations. This phase is associated with grades seven through nine. This stage focuses on helping students discover their individual interests, abilities, values and needs. Students examine a variety of specific occupations and learn to identify the similarities of occupational groupings or clusters as well as the characteristic worker traits for different occupations. They explore occupations through observations and experience with actual jobs, often in simulated work environments. Career guidance becomes increasingly important in organizing exploratory experiences around individual interests and abilities. The effects of various career choices on family life, leisure activities and other life situations are stressed, as are the relationships between occupations and societal values and beliefs.

Career Preparation involves students during grades ten through twelve and postsecondary training. The preparation stage of career education is designed to

ensure that every student either has acquired a salable skill before graduation or has selected an occupation for which advanced training is necessary. Opportunities for in-depth exploration of several jobs of particular interest to the student are often provided. Some students participate in work experience programs, some enroll in specific vocational training programs, while others explore postsecondary preparation opportunities such as technical schools, colleges, universities and other opportunities such as military enlistment. Basic academic skills are still emphasized, as is the development of the personal-social skills that enhance vocational opportunities. Additionally, attention is paid to the skills needed for family life, vocational pursuits and citizenship.

INTEGRATING WITH THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM (MCGP)

Several benefits exist when career development concepts are infused into subject areas. Infusion is part of the curriculum and, therefore, additional courses and activities do not need to be created. Infusion also provides relevance to academic subject matter because it emphasizes the goal of education as preparation for work (Boyle & Whelden, 1986).

The *Missouri Comprehensive Guidance Program* (MCGP) provides educators with a list of competencies in the areas of Career Planning and Exploration, Knowledge of Self and Others and Educational and Vocational Development. The competencies which comprise the MCGP are career education competencies.

The MCGP competencies are listed by area, category and item number. An example, for Area I of the MCGP competencies and career education activities is:

AREA I - CAREER PLANNING AND EXPLORATION
Category A - Exploring Careers
No. 1 - I know about different jobs in my community.
No. 2 - I know about good work habits.

ACTIVITIES:
Competency 1 can be addressed in a language arts or social studies class. Students can read about different occupations and might be assigned to write a story about an occupation they might consider entering.

Competency 2 can be addressed in all subject areas. Students should be expected to be responsible about attendance, punctuality, neatness, bringing the necessary supplies to class, appearance and completing work on time. These skills should be stressed in the classroom and discussion might highlight the development of these skills as they relate to a job.

An example, for Area II, would be:

AREA II - KNOWLEDGE OF SELF AND OTHERS
Category B - Understanding and accepting myself
No. 6 - I understand and can identify a wide variety of feelings (happy, sad and mad).
No. 7 - I know how to express those thoughts and feelings that are important to me.

ACTIVITIES:
Competency 6 could be addressed through the "How Do We Feel" exercise below.

HOW DO WE FEEL

This activity helps children develop self-understanding by giving them opportunities to identify feelings, as well as allowing them to see that others have feelings similar to and different from their own.

Feelings Thermometer - Give each child a 7" x 2" strip of tagboard. Draw faces, which represent happy, sad, silly, mad, scared and proud feelings. Have each child paste the faces across the top of the tagboard strip and attach a paper clip to the strip below the faces. During circle time each day, read one of the following open statements aloud.

- School makes me feel...
- Friends make me feel...
- When I talk in front of the class, I feel...
- During reading I feel...
- During recess I feel...
- When I share, I feel...
- When I'm with my family, I feel...
- When I'm in the dark, I feel...
- When my friend is sick, I feel...
- When no one plays with me, I feel...

Have each child position the paper clip under the face which best represents his or her feelings in the situation posed. Allow the children to show their thermometers to each other.

(Borba & Borba, 1982)

Competency 7 could be addressed through the "Helping Friends Activity".

HELPING FRIENDS ACTIVITY

Tell the children that for today's friendship activity, they will show their appreciation to all the special school friends who help them each day. Ask the children to name these special helpers and tell why they deserve special recognition for their friendly, helping deeds. List each person the children name on the chalkboard or on a large chart. The list might include:

- custodian(s)
- office personnel
- principal
- vice principal
- bus driver(s)
- nurse
- board members
- teacher(s)
- librarian
- cafeteria personnel
- PTA President
- special helping parents

Assign each child one of the helpers on the list. Then have the children design and make cards, write letters or draw pictures for their special school helpers.

You might also have the children use fabric paint to make personalized gifts for the special helpers. Purchase solid colored aprons and have the children personalize them with their handprints. (Large butcher aprons make excellent barbecue aprons for both men and women; aprons with large pockets and tool loops make excellent gifts for do-it-your-selfers.)

(Borba & Borba, 1982)

The following is an example for the final area, Area III:

AREA III - EDUCATIONAL AND VOCATIONAL DEVELOPMENT
Category J - Improving study and basic learning skills.
No. 22 - I know how to listen.
No. 23 - I know how to ask questions.

ACTIVITIES:
These two competencies (No. 22 and 23) could be addressed in many subject areas. Students might be asked to listen to a story completely and then respond to questions from the teacher regarding the content. Students could also be encouraged to ask pertinent questions regarding one story. The possibilities are endless and teachers should be encouraged to be creative in developing and identifying activities. Teachers can develop infused activities and the activity should identify a career education objective, identify an instructional objective, match a career and instructional objective and plan an activity that combines the two objectives (Boyle & Whelden, 1986).

INTEGRATING WITH THE CORE COMPETENCIES AND KEY SKILLS (CC/KS) AND THE LIFE CENTERED CAREER EDUCATION (LCCE)

The following lesson plans are samples of career education objectives which are infused into specific content areas.

SUBJECT AREA: MATHEMATICS
Materials/Resources needed:
Real Fruit
Play Money
Cash Register if available
Large Box for Store
Price Tags/Store Sign

Level: Elementary
Type: Large Group
Time: One class period

Instructional Objective
The student will select the appropriate amount of coins and currency necessary for a designated purchase.

Correlated to:
CC/KS: Mathematics, Level IV, H2: Make change in amounts through $5.00.
LCCE: Daily Living Skills: Make responsible expenditures. Count money and make correct change.

Procedures
1. Set-up a fruit store project in the room to introduce concepts of saving money when making a purchase.
2. Each child will be given a certain amount of play money to begin with to reinforce concept of decision making.
3. Additional money can be earned. Examples: You can give a nickel or dime upon completion of a learning task or give a nickel or dime for appropriate behavioral responses. This decision should be based upon teacher discretion depending on the type of class and/or whether they wish to reinforce completion of learning tasks or behavior.

4. At the beginning of the day each student will determine the amount they have earned and set a new goal based on how much they want to earn.
5. Each student will be given the opportunity to purchase items from the store using his/her earned income at the end of the week.

Follow-up Activities

1. Blank checks may be issued from the class bank for money earned by the students.
2. Items may include: grab bag, fruits, trip to local store to make purchase, old games or puzzle books.
3. Concept of "Docked Pay": 5 cents deducted for tasks not completed/behavioral objectives not completed.
4. Teacher may use coin pictures for students to match and to add the given money amounts.

(Kindell, no date)

SUBJECT AREA: LANGUAGE ARTS

Materials/Resources needed:

"Magic Hat"
Magazines and Books on Careers
Suggested: "I want to be . . ."
Reading Series
Slips of Paper

Level: Elementary
Type: Entire Class
Time: Two Class Periods

Instructional Objective

The student will understand how making appropriate decisions determines his/her success in the world of work.

Correlated to:

CC/KS: Social Studies/Civics, Level V, M: Analyze economic decision situations with awareness of opportunity costs and trade-offs.
MCGP: Area I, Exploring careers: I know about good work habits.
LCCE: Daily Living Skills: Use credit responsibly.
Occupational Guidance and Preparation: Recognize importance of attendance and punctuality.

Procedures

1. Instructor tells a made-up story about a man who couldn't make decisions (i.e., when to get up for work, what to wear, what road to take to work, how long a lunch break should take, when to ask questions, what safety procedures to follow, etc.).
2. Instructor places slips of paper with decision-making situations on them into a "magic hat." The student chosen to role-play then picks a slip of paper and acts out that decision-making or lack of decision-making process.
3. Student audience then votes on the wisest decision and must explain choice (i.e., Tony was right in deciding to wear his hard hat even though it was hot outside because it is always important to use proper safety procedures).
4. Students then switch between audience and role players.
5. Teacher sets up table containing books, magazines, etc. which deal with various occupations. Each student chooses one occupation to orally discuss with the class.

(Kindell, no date)

SUBJECT AREA: SCIENCE

Materials/Resources needed:

Speakers
Paper, Pencils and Crayons
Classroom
Material for Area Set-up Such as:
Cups, Medicine Bottles, Extension Cords, Knives or Tools, Shelves, Toys, Cartons

Level: Elementary
Type: Entire Class
Time: Three Class Periods

Instructional Objective

The student will recognize and correct hazardous practices in his/her environment.

Correlated to:

CC/KS: Science, Level III, A2: Identify safe and appropriate responses to a variety of hazardous and emergency situations.

MCGP: Area II, Making Decisions: I know how to accept responsibility for my decisions.

LCCE: Daily Living Skills: Practice personal safety.
Occupational Guidance and Preparation: Demonstrate knowledge of occupational safety.

Procedures

Activity One: Invite a speaker from a Poison Control Center to discuss dangers found in every household.

Activity Two: Invite a maintenance person to discuss proper safety procedures in the school building.

Activity Three: The children will write two or three sentences or draw a picture about what they learned about safety procedures.

Activity Four: The teacher will divide the room into two activity centers showing "Dora Dingbats's Disaster Area" (utilizing pictures of hazardous practices, i.e., poisons on bottom shelf, overloaded electrical outlets, or examples: toys on floor) and "Susie Safety's Safe Area" (utilizing pictures of safe practices, i.e. poisons in clearly marked containers on high shelves, medicine bottles with child-proof caps, knives put away in drawers, or toys put away in marked toy box, or correctly loaded electrical sockets). One at a time the children are called upon to pick out unsafe practices on "Dora's side" and discuss/show how they are corrected on "Susie's Side."

Activity Five: Invite additional speakers on the topic of safety, examples: cooks (Safety in the Kitchen), school nurse (Safety at School), bus driver (Safety on the bus).

(Kindell, no date)

Decision-Making Skills

OVERVIEW

No system of education can be complete without teaching students decision-making skills. These skills are necessary if the student is to realize his/her vocational potentialities, if the student is to make full use of resources in productive ways, or if the student is to enter into interpersonal relationships. Good decision-makers are not born. They do not achieve their goals due to luck or fate. Rather, they use foresight, self-analysis and planning in systematic ways to obtain these gains. Making decisions is a process that includes choosing goals and using learning strategies to make informed decisions. In this chapter, decision-making as a teachable skill is discussed.

CURRICULUM COMPONENTS

Learning a Decision-Making Process

Traditional approaches to teaching decision-making or problem solving skills have been organized around specific curricular content. For example, we offer students a unit on nutrition, a unit on drugs and alcohol, a unit on conflict and/or decisions, or a unit on employment skills. The wide and varied issues facing children and youth make it impractical to cover all the issues and problems that children and youth face. Rather, a more promising approach is to develop a common framework that is applicable across a variety of content areas.

A decision-making process is a sequence of skills. A sequence in which students are taught to analyze, understand, prepare and respond to every day situations that require important decisions. Figure 1 highlights the sequence of steps necessary to build decision-making competency.

1. Appraise the situation.
2. Tell yourself what the problem is.
3. Think of solutions or alternatives.
4. For each solution or alternative what are the rewards? What will happen next?
5. What additional resources are necessary?
6. Think it through and select your best solution.
7. Update your plan and make a final check.
8. Implement your plan and re-think it.
9. Reinforce your plan.

Figure 1. The nine step decision-making process

Step 1 - Appraise The Situation

Information gained from one's schooling, from one's peers, or from one's parents provide the basis for what is possible. Students may be challenged to drop out of school, to vandalize, to make personnel attachments or to resolve interpersonal conflicts. Other students may experience school failure, pressures from peers, interpersonal difficulty and the like. Students may require assistance to prevent discrimination, to cope with pressure from one's family, to obtain necessary services, or to seek employment. These events elicit a decision-making process.

In this the first step, students are taught to appraise the situation. This appraisal is a necessary step since it will divert students to plan and direct relevant activities. The following represents some of the potential activities that may occur.

Explore	Appraisal may be used to help students explore and study alternatives.
Inform	Appraisal may be used to add or complete a student's understanding of a particular topic.
Evaluate	Appraisal may be used to determine the accuracy or completeness of the student's knowledge and understanding of a decision.
Assure	Appraisal may assure the student as to the appropriateness of the decision.
Adjustment	Appraisal may aid the immature student whose goals or plans are inappropriate.

Step 2 - Tell Yourself What The Problem Is

Once students have appraised the situation, they are taught to self-assess or gain self-knowledge on the problem. Self-knowledge or self-assessment refers to a student's systematic examination of his/her own behaviors and goals. If the decision-making process is to become self-regulatory, students will need to have access to information and gain necessary experiences. This information will stimulate the student to appraise ideas, derive personal meaning and determine its implications for their present and future well-being. A decision-making process will also encourage students to explore different alternatives and to act out different roles as part of their development and growth. Their experience in and out of school, with peers and with their families will have a direct bearing on their self-perception and their future. It is their perception about themselves that provides the basis for the more formal aspects of decision-making.

Step 3 - Think Of Solutions Or Alternatives

Generating solutions or alternatives depends upon information. The quality of information will direct one's overall plan. Information used in the decision-making process may come from a variety of sources and experiences (Norris, Zeran, Hatch & Engelers, 1972; Shertzer & Stone, 1981).

Step 4 - For Each Solution Or Alternative What Are The Shortcomings Or Rewards? What Will Happen Next?

For each solution or alternative students need to review its rewards as well as its shortcoming. From the list of alternatives, students will need to consider what will

happen next. The potential gains of an alternative may not seem so practical when both sides of an issue are considered. Students often choose a particular solution because of its potential benefit without considering the overall picture. A number of classroom or writing activities may lead students to formally consider all sides of an issue. Strengths and weaknesses, pluses and minuses, pros and cons lead students to consider what will happen next.

Step 5 - What Additional Resources Are Necessary?

For each solution and its advantages and disadvantages, the question then becomes "What will happen next?" For each alternative a course of action may lead to "What additional resources are necessary?"

Independence from unhealthy peer pressures may lead the student to consider learning a prosocial skill. A career alternative may lead to a course of training which may involve the development of technical and educational skills. Difficulty in school assignments may lead to considering some adaptation.

Step 6 - Think It Through And Select Your Best Solution

With relevant information known, the student is now in a situation to select the best solution. All problems have solutions. These solutions involve rewards and costs. Depending upon the individual's system of values, skills and development, students will need to choose that solution that best fits their needs. Right or wrong, good or bad, poor or better, decisions are always correct for that person. Experience may teach us otherwise, but decisions are individual decisions that we make and live by.

Step 7 - Update Your Plan And Make A Final Check

The student's choice becomes the student's plan. A plan is one that has considered its rewards, costs and resources needed to achieve a goal. With relevant information learned about the goal, only minor changes may be necessary to the overall plan. This final check is made and the student commits to implementing the plan.

Step 8 - Implement Your Plan And Re-think It

With goal and tasks to reach that goal identified, students are now in a position to implement that plan. Students in this stage implement their plan according to the resources identified earlier. Modifications may be necessary as students gain experience with their plan. This experience provides valuable feedback and the student makes adjustments.

Step 9 - Reinforce Your Plan

Finally as the student makes progress toward the goal, the student is taught to reinforce his/her plan.

EXAMPLES OF INFUSION

Numerous curriculum models and activities are available to teach students the decision-making process. Several goals and objectives can be found in the *Missouri Comprehensive Gudiance Program* (1989), the *Core Competencies and Key Skills for Missouri Schools* (1986) and *Life Centered Career Education* (1989).

Missouri Comprehensive Guidance Program (MCGP)

This program addresses decision-making skills specifically. Category F is devoted entirely to making decisions.

Elementary (K-3) School Competencies

Area II--Knowledge of Self and Others

Category F--Making Decisions

- I know that I can make choices.
- I know how to come up with many possible choices to settle a problem.
- I know how to look at my decisions and how to change poor ones.
- I know how to accept responsibility for my decision.

Elementary (4-6) School Competencies

Area II-Knowledge of Self and Others

Category F--Making Decisions

- I know what things are important to me.
- I know how to come up with many possible solutions to a problem.
- I know how to set goals and make plans.
- I know how to make good decisions and act on them.
- I know how to look at my decisions.

In addition to the Category F, common threads of decision-making are weaved throughout the remainder of the curriculum.

Core Competencies and Key Skills (CC/KS)

Core competencies and key skills can be used to guide curriculum development. Many of these competencies and skills can be taught and reinforced with the tasks and activities necessary to develop good decision-making skills. Upon closer examination, the following address the development of such skills:

Language Arts/Reading/English, Level III

C9 Draw conclusions and make generalizations from material read

Language Arts/Reading/English, Level IV

D6 Follow multistep directions

Mathematics, Level IV

C Estimate results and judge reasonableness of solutions

G3 Create and solve word problems

Science, Level II

E2 Infer what to wear based upon personal observations and weather data

Science, Level III

A2 Identify safe and appropriate responses to a variety of hazardous and emergency situations

E2 Infer the value of planning for emergency conditions

F Predict by forecasting future events or conditions based upon past observations or interferences

Social Studies/Civics, Level II

J1 Exhibit cooperation, compromise and responsible behavior in decision-making discussions

Social Studies/Civics, Level III

F1 Describe differences in how two people perceive and judge an event, and explain why their perceptions and judgements differ

Social Studies/Civics, Level V

M3 Use a rational decision-making process when making or analyzing simple personal economic decisions. At this age level, the process should include identifying alternative decisions, trying to predict and evaluate consequences, making the decision and being able to give reasons to support it

Social Studies/Civics, Level VI

J1 Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgment until important facts are known, and accept decisions of the group once a final decision has been made

Life Centered Career Education (LCCE)

This functional approach to instructing students with special needs breaks down the skills of decision-making into the curriculum area of personal-social skills. In the competency of "Making Adequate Decisions" the following subcompetencies are found:

- Locate and utilize sources of assistance
- Anticipate consequences
- Develop and evaluate alternatives
- Recognize nature of problem
- Develop goal seeking behavior

EXAMPLES OF THE DECISION-MAKING PROCESS

Social Studies/Civics, Level V

Use a rational decision-making process when making or analyzing simple personal economic decisions.

Scenario: You get an allowance of $2.00 each week from your parents. This is the only income you presently have. You saw a bicycle you want that costs $119.00. How will you plan to buy the bike?

1. **Appraise the situation. (facts)**
   - I get $2.00 a week which is $8.00 a month.
   - I want a bike that costs $119.00.

2. **Tell yourself what the problem is.**
   - I don't have enough money to buy the bike. At $2.00 a week, it would take 59 1/2 weeks to save the money to buy the bike.

3. **Think of solutions or alternatives.**

4. **For each solution or alternative what are the rewards? What will happen next?**
   - try to earn more money › I would have to try to find a job: mowing lawns, babysitting, etc.
   - buy a cheaper bike › I wouldn't be happy with a cheaper bike
   - get my parents to raise my allowance › I could offer to do more chores
   - borrow the money from my parents › I could pay them back $1.00/week
   - borrow the money from my sister › I could pay her back $1.00/week
   - ask for the bike for Christmas › I might get the bike for Christmas or my birthday, but I don't want to wait
   - ask for the bike for my birthday

5. **What additional resources are necessary?**
   - find a job.
   - convincing my parents to give me a raise or a loan.

6. **Think it through and select your best solution.**
   - I'll ask my parents for a raise.

7. **Update your plan and make a final check.**
   - I'll ask for a raise and offer to do more chores around the house.

8. **Implement your plan and re-think it.**
   - My parents agreed to increase my allowance to $5.00 per week if I clean the bathroom, take out the trash and dust the living room each week.

9. **Reinforce your plan.**
   - I will save $4.00 a week and be able to spend $1.00. I will mark off the weeks and add to my savings each week until I reach my goal. It should take about 30 weeks which is 7 1/2 months.

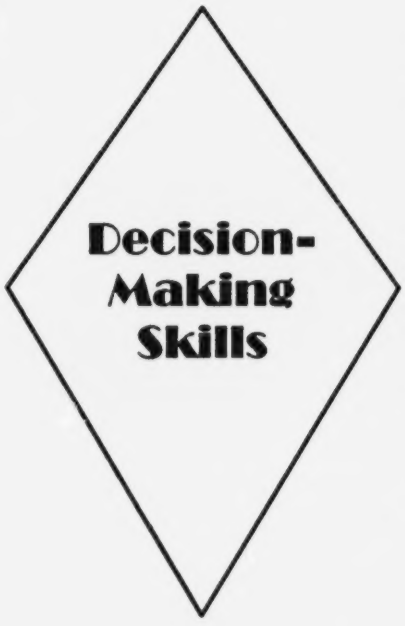
If the student decides this plan is too slow, she (he) can go back to step #3 and try another alternative. For example, in addition to increased allowance, getting a job (mowing lawns, shoveling snow, etc) might be an option.

Reading/English

1. Read incomplete stories and identify sequence of events or consequences.
2. Incorporate bibliotherapy as a problem to be solved.
3. Perform short plays (skits) on problem situations using classics-illustrated model.
4. Read stories only partially and students must draw their own conclusions and give reasons for their conclusions.
5. Read advertisements and decide on a method to discover the "truth".

Writing

1. Write Ann Landers responses to student problems.
2. Keep a personal journal.
3. Research topics that obtain additional information on student issues.
4. Write advantages/ disadvantages to personal ideas or personal problems.
5. Begin a story with one student writing the first 3 sentences, have up to 3 more students add on to the story.



Social Skills

1. Discuss problem (eg. vandalism, etc.) situations in terms of sequence of event and alternatives.
2. Discuss goal setting behaviors.
3. Role-play or use ecological situations that rehearse decision-making strategies.
4. Practice or role play asertiveness or self-determination.
5. Respond to if-then statements.

Vocational Awareness

1. Locate and utilize information sources.
2. Establish realistic goals.
3. Set short and long term goals.
4. When taking field trips or special events in school, have students develop and implement plans.
5. Report on the advantages and disadvantages of several different jobs.
6. Evaluate the differences of benefit packages offered by several community employers.

Self-Awareness

OVERVIEW

Awareness of self and others is at the heart of a developmental guidance curriculum and vital to preparing students for their future roles in the workplace and family. Such awareness is essential to functioning in today's society. Many students have been encouraged to develop these skills and have had much practice implementing self-awareness skills outside of the school setting among family and friends. However, there is an increasingly sizeable number of children who have not been exposed to these experiences and come to school without a well developed sense of self worth and ability to communicate effectively with others. With continuing problems of unemployment, especially among students with special needs, educators and parents are increasingly concerned that students achieve self-awareness, self-esteem and effective communication skills in school to enable them to find fulfillment in employment and family life upon graduation.

Awareness skills include acquiring positive attitudes toward self and others, a sense of self worth, ability to make lasting friendships and communicating effectively with others, adjusting behavior to fit the setting, and knowledge of sex equity in the workplace. The *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989) and *Life Centered Career Education* (Brolin, 1989) are two curriculum models which offer a framework for assisting teachers in facilitating the development of these skills and provide a vehicle for implementing the *Core Competencies and Key Skills for Missouri Schools* (Department of Elementary and Secondary Education, 1986).

EXAMPLES OF INFUSION

Missouri Comprehensive Guidance Program (MCGP)

The *Missouri Comprehensive Guidance Program* (MCGP) provides a framework which addresses social awareness skills. The school counselor working cooperatively with the classroom teacher can focus on the various category areas by engaging in activities touching on many curricular areas.

Elementary (K-3) School Competencies
Area II--Knowledge of Self and Others
Category B--Understanding Self and Others

- I can understand and can identify a wide variety of feelings (happy, sad and mad).
- I know how to express those thoughts and feelings that are important to me.

- I know how to handle my problems or where to get help.
- I understand my strengths and talents.
- I understand and like myself.

Elementary (4-6) School Competencies

Area II--Knowledge of Self and Others

Category B--Understanding Self and Others

- I understand how to deal with feelings such as happiness, sadness, and anger.
- I know how to express those thoughts and feelings that are important to me.
- I know how to handle my problems or where to get help.
- I understand my strengths and talents.
- I understand and accept myself.

Other related objectives can be found under the following goals for both levels, K-3 and 4-6:

Category F--Making Decisions
Category H--Understanding and Getting Along with Others
Category K--Knowing How Drugs and Alcohol Affect Me and My Friends
Category P--Learning About Family Responsibilities

Core Competencies and Key Skills (CC/KS)

Included as part of this curriculum are competencies and skills encouraging students to acquire positive attitudes toward self and others, a sense of self-worth and motivation to accomplish personal goals. A listing of such competencies and skills are:

Language Arts/Reading/English, Level II

G4 Recognize and produce expressive and persuasive writing in descriptions of persons and objects; stories with at least three sentences; poems and social notes

Language Arts/Reading/English, Level IV

J3 State and explain personal points of view

Science, Level II

A13 Observe desirable health and nutrition habits

Social Studies/Civics, Level III

F1 Describe differences in how two people perceive and judge an event, and explain why their perceptions and judgments differ

Social Studies/Civics, Level V

S2 Indicate how people learn and remember skills, attitudes and appropriate behavior for various settings

U1 Identify similarities and differences among major ideas, values and attitudes of people from different cultures studied

Life Centered Career Education (LCCE)

In Brolin's (1989) *Life Centered Career Education* many competencies can be found that relate to awareness. In the curriculum area of Personal-Social Skills, the competency of "Achieving Self Awareness" is addressed. The following are the sub-competencies:

- Identify physical and psychological needs
- Identify interests and abilities
- Identify emotions
- Demonstrate knowledge of physical self

A multitude of different activities can be used in order to meet MCGP, CC/KS, and LCCE goals and objectives. The following describes how these self-awareness activities can extend across curricular areas within the framework provided.

Research in the area of children's self-esteem indicates a strong correlation between self-image and academic success (Borba & Borba, 1982). Valuing one's self precedes relating positively to one another. A language arts activity that can facilitate valuing one's self involves engaging in a follow-up activity after reading Shel Silverstein's poem, "What's In The Sack?" in *Where the Sidewalk Ends* (1974). Invite students to bring in their own sacks in which they place three or four items which are personally meaningful and illustrate something about them. These items can be shared with the class by talking about why each item is a valued and important part of their lives.

A way of extending this activity to include reading, writing, speaking and listening, while helping to build class cohesiveness, is for each student to contribute one to two pages to a class book. Invite students to write and/or sketch information which tells about themselves. Such information could include:

- likes
- dislikes
- hobbies
- ambitions
- goals
- strengths

The pages can be compiled into a class book with either a photograph, silhouette, or a sketch of each child on his/her respective page.

In the math area, connections can be made within the context of developing awareness of one's own body and surroundings. Partners can work together to trace each other's body on large paper. These tracings can be decorated with markers or fabric, cut out and hung on the wall. Class discussion could bring out such concepts as tall, short, wide, narrow, etc. Another activity would have each child measure various parts of his/her body; height, weight, arm span, legs, ears, nose, feet, longest finger, number of teeth, etc. After compiling the data, gather measurements from

three or four other classmates and construct a bar or picture graph. The results of this activity can lead into a discussion of how people are alike and different.

In the social studies area, the class would discuss how their families influence their values and beliefs. To learn more about family background, students could interview or write a letter to an older member of their family requesting information about their backgrounds, ethnic origins, memories of school, participation in one of the World Wars, etc. The interviews could be shared by writing them up and/or compiling received letters into a class booklet.

In the science area a discussion of how the insect world can contribute to increased awareness and self-expression could lead to the following activity. After reading *The Very Hungry Caterpillar* (1969) by Eric Carle students could observe the developmental stages of a caterpillar. Discussion of the terms "chrysalis" and "cocoon" can lead to increasing awareness of similarities and differences in insect development as contrasted with human development. Comparing and contrasting objects in the physical world by color, size, texture, food preferences, etc. can lead to increasing vocabulary and powers of observation. This story can also touch upon the effects of substance abuse (in this case food), which could lead to a discussion of other substance abuse and resultant effects.

Science

To encourage self-awareness and self-expression through investigation of the five senses.

Touch Feel objects concealed in bag and guess their identity by asking yes/no questions.

Smell Sniff cotton balls soaked in extracts or spices (garlic, peppermint, vanilla, almond, etc.) and guess scent.

Taste Chew jelly beans or suck on lollipops and guess flavors (doing blind-folded will increase challenge).

Hear Listen to tape recorded sounds and guess what they are.

See View briefly a number of objects placed on tray. Visualize the tray and recall as many as possible.

Social Studies

To encourage self-awareness through investigation of place and time.

Historical events
Collect information from family members/relatives about past experiences in major historical events such as wars, earthquakes, the depression, etc.

Personal Genealogies
Document classmembers' places of birth and place of parents'/grandparents' places of birth.

Geography
Represent on map where above events occurred.

Math

To encourage use of mathematical processes in activites promoting awareness of self and others.

Comparisons
Survey food, TV, etc. preferences of classmates and/or teachers. Report in terms of more/less, percentages, etc.

Graphs
Collect information on eye color, hair color, number of permanent or baby teeth, handedness, etc. Present in graph form.

Measurement
Collect data on own and classmates' height and weight; update through the year and show rates of increase, amount of increase, etc.

Reading/Spelling/Writing

To explore science, math and social studies via the language process.

Select one of the senses: feeling, smelling, tasting, hearing, seeing and write a paragraph or poem portraying that "sense" (i.e. visiting a candy store, attending a sports event, experiencing a first snowfall, etc.).

Write a biopoem giving details pertaining to such personal characteristics as were represented in graphed information.

Read as a class, stories set in different parts of the country (Laura Ingalls Wilder books) and on different continents (Astrid Lindgren, *Pippi Longstocking*).

Human Relationships

OVERVIEW

The failure of many a cause has been poor human relationships. The ability to get along with others is a valuable personal attribute. People skills can enable individuals to achieve and experience success. It is, therefore, crucial to provide learning activities to foster the skills necessary to get along with others.

Clark (1979) stated human relationships are the essence of social interaction. Communication processes happen only through human interaction. All individuals must experience successful social contact in order to fulfill a basic need for belonging. It can easily be summarized as acceptance or the alternative, rejection.

For all children and especially those with special needs, the essentiality of the development of positive human relationships is evident. Many times students with disabilities are viewed differently and this barrier must be hurdled before good interaction takes place.

> It is easy to see that handicapped children, who typically differ from their peers in personal and social characteristics as well as in ability and skill performance, need specific instruction to deal with the special problems that will affect their acceptance or rejection.
>
> (Clark, 1979, p. 47)

Career education must include instruction to develop skills and abilities to foster healthy human relationships. Much of this development can be accomplished through social skills instruction.

CURRICULUM COMPONENTS

Social Skills

Cartledge and Milburn (1986) defined social skills, in general, as socially acceptable learned behaviors that enable the person to interact with others in ways that elicit positive responses and assist in avoiding negative responses from them. These skills must be taught in order for the child to learn them. Social skill instruction should take place in mainstream settings, regular classrooms, playgrounds and other common areas (Nelson, 1988).

Carter and Sugai (1988) suggested that children should be taught how to become socially competent using the same strategies that are utilized to teach academic skills: instruction, practice and feedback. The decision to select a strategy (or strategies) needs to be based upon the teacher's ability to assess individual student's learning difficulties, implement a strategy and measure its effects on the student's performance.

Chadsey-Rusch (1988) developed subskill groups to consider when teaching social skills. The three groups are social decoding, social decision and social performance skills. Social decoding skills enables the child to possess the ability to show an understanding of people and environments, to perceive and interpret the nonverbal and verbal behavior of others and to discriminate social contexts. For example, helping a child to understand that a funeral is not a happy occasion and laughing would not be correct behavior at a memorial service. Second, social decision skills are defined as the ability to search for possible responses that meet the requirements of a social situation and to select the best one. An instance to illustrate these skills would be to help a student who is being teased to develop alternatives such as 1) explain to the teaser that it hurts his or her feelings to be teased and he or she wishes they would stop the teasing; 2) tell a teacher or playground supervisor about the teasing; or 3) hit the teaser in the mouth. Then assist the child in choosing the best alternative for the situation. Finally, social performance skills are abilities to deliver an effective social response, to self-monitor (evaluate) behavior and to benefit from feedback so as to facilitate future response selection and delivery. These skills would be actual application of chosen responses to a specific social circumstance.

Values/Attitudes

Values and attitudes have always caused great controversy. Schools, in the past, questioned themselves as to the extent to which these areas should be included in the curriculum. The public arena expresses that perhaps the school is not the proper place to instill such personal traits as some argue that this responsibility remains with the parents and the home. But it is easily debated that some children do not receive instruction at home which inculcates values and attitudes that are considered the norm for our society. Perhaps the greatest dilemma facing the American educational system is not necessarily the question of "to teach or not to teach" but rather how to determine which values and attitudes should be taught.

It is easily understood that our American culture is founded upon some very basic values and attitudes which are commonly accepted. But one cannot forget that individuals have more than basic values and attitudes which must be accepted. For whatever reason, be it environment, culture, parents, siblings, etc. it must be agreed that our society is one of multiple value systems along with personal attitudes.

One commonly accepted approach to the instruction of values is to think in terms of the process of valuing as compared with only being concerned with the content of a student's values/attitudes. Raths, Merrill and Sidney (1966) outlined the valuing process to include seven subprocesses:

Prizing one's beliefs and behaviors

1. **Prizing and cherishing**
2. **Publicly affirming, when appropriate**

Choosing one's belief and behaviors

3. **Choosing from alternatives**
4. **Choosing after consideration of consequences**
5. **Choosing freely**

Acting on one's beliefs

6. **Acting**
7. **Acting with a pattern, consistency and repetition**

Clark (1979) said the Raths, et. al. approach changes the focus from teaching children certain value-laden concepts to teaching children to select, defend and act in those concept areas with an understanding of why they think or believe as they do, how their actions are related to those beliefs and what the probable consequences of their actions will be. Therefore, the key is to allow the child to develop an understanding of self and the implications of values and attitudes. To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for both in and out of the classroom (Simon, Howe and Kirschenbaum, 1972). Simon, et. al. (1972) went on to suggest that the teacher use materials and methods which encourage students to consider alternative modes of thinking and acting, to learn to weigh the pros, cons and consequences of the various alternatives. The students must also consider, with the teacher's assistance, whether their actions match their stated beliefs and if not, how to bring the two closer together. Finally, the teacher realizes that values are not developed until students are given an opportunity to make their own choices and evaluate the actual consequences.

The importance of the instruction for the development of values/attitudes cannot be overlooked. Also the realization that a distinct interdependence exists between values and attitudes. As Clark (1979) said "values--beliefs that are cherished--lead persons to assume attitudes or positions that reflect those beliefs. These attitudes are, in turn, manifested in relatively consistent, predictable behaviors or habits" (p. 27). Finally, the keystone importance is, "in most cases, they [values and attitudes] seem to be more important to the handicapped [individual] than actual job skills in maintaining employment and successfully fulfilling roles in the home and community" (Clark, 1979, p. 27).

EXAMPLES OF INFUSION

Missouri Comprehensive Guidance Program (MCGP)

When examining this curriculum, the following competencies relate to social skills and values/attitudes.

Elementary (K-3) School Competencies
Area II--Knowledge of Self and Others
Category H--Understanding and Getting Along With Others

- I know how to make and keep friends.
- I understand that all people are not alike.
- I know how to get along with both boys and girls.
- I know how to ask parents, teachers and other adults for help without tattling.

Elementary (4-6) School Competencies
Area II--Knowledge of Self and Others
Category H--Understanding and Getting Along With Others

- I know how to be a good friend.
- I understand my friends and classmates.
- I know how to get along with both boys and girls.
- I understand people who are different from me.
- I know how to ask parents, teachers and other adults for help.

For an example of an activity the MCGP suggests the following:

Competency: I understand that all people are not alike.
Grade Level: K-3
Introduction: This lesson helps children to feel better about themselves and others as they see in a positive way that all people are not alike.

Procedure:

1. Instruct the students to form a circle either sitting in chairs or on the floor.
2. Ask each student to say something nice about the student sitting on the right. Start with outward appearances since they are easier. Example: "John looks great in that shirt."
3. The second time around the circle, reverse to the left. This time the students should say something positive about that person's personality. Example: "Jane is polite."
4. After everyone has had the opportunity to say something, ask for a volunteer to sit in the middle of the circle in the "Hot Seat." Each person says something positive about the student in the "Hot Seat."
5. Have as many children take turns sitting in the "Hot Seat" as time permits.

Observation Notes: The leader may want to discuss or list several examples of positive comments that could be made to avoid many of the children making the same comment such as "Sue is nice." Have the students try to focus specifically on what they have observed or heard.

Another example, for the 4-6 grade level, would be:

Competency: I understand my friends and classmates.
Grade Level: 4-6
Introduction: "The Real Underdog" (see page 40) helps students to understand how other students act when they are insecure and do not like themselves. They need to realize that these students do and say certain things. They can learn ways of dealing with this type of student.

Procedure:

1. Discuss the characteristics of a bully (selfish, inconsiderate, mean).
2. Discuss the characteristics of a nice guy (caring, considerate, friendly).
3. Pass out the handout (see page 40) and read the directions to the students.
4. Ask each student to fill out the handout.
5. When students are finished, list their description for good and poor self-images on the board under the correct column heading.
6. When the lists are complete, the counselor should discuss ways to cope with situations listed in the poor self-image column.

Observation Notes: Be aware of any student who may not volunteer any information and tends to look in the direction of a class bully. This student may be afraid of and may actually be subjected to threats from a bully.

Core Competencies and Key Skills (CC/KS)

Social skills development along with clarification of values and attitudes can be found in the following competencies and skills as outlined in this State of Missouri approach. These competencies can be infused and evaluated in many different content areas. For example:

Language Arts/Reading/English, Level IV

- H1 Demonstrate attention and courtesy by maintaining eye contact with speaker and asking questions for clarification and/or additional information at appropriate time
- I5 Make and respond properly to introductions
- J3 State and explain personal points of view
- K1 Use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech and eye contact

Life Centered Career Education (LCCE)

In Brolin's (1989) competency based curriculum, personal-social skills include independence, self-confidence, socially acceptable behaviors and maintaining friendships. More specifically these competencies are:

- Achieving Self Awareness
- Acquiring Self Confidence
- Achieving Socially Responsible Behavior
- Communicating with Others
- Maintaining Good Interpersonal Skills
- Achieving Independence
- Making Adequate Decisions

These competencies are broken down into twenty-two sub-competencies. Several activities have been developed to teach the competencies and sub-competencies. Glascoe, et. al. (1986) developed the following activity to meet the competency of "Maintaining Good Interpersonal Skills" and the sub-competency "Make and Maintain Friendships." The activity, *A Friend in Need*, incorporates the academic components of oral expression and listening and utilizes role playing and discussion. The objective of the activity is: "The student will list rights and responsibilities involved in friendships." The activity is as follows:

1. Have situations printed on 3 x 5 cards involving interactions between friends. Include problems, the need for support, sharing accomplishments, etc. Some examples are:

    - Your best friend has just broken up with a girlfriend/boyfriend.
    - Your best friend just learned that his/her parents are getting a divorce.
    - Your best friend just won a school contest.
    - Your best friend made the athletic team and you didn't.
    - Your best friend was not invited to a special party, but you were.

2. Have the students role play situations in pairs. Give each pair a card. They act out what they think is the most appropriate way to respond.

3. The class discusses the situations and suggests alternative responses, if necessary. Discuss the importance of rights and responsibilities involved in friendship.

"The Real Underdog"

Listed below are different ways students act. Students do some of these things because they actually do not like themselves. They are not happy with themselves. But, they do not want anyone to know this, so they will do some of these things in the list below. Students who like themselves, feel good about themselves and are happy and fun to be around will also demonstrate some of the behaviors in the list below.

1. Shows off
2. Is loud and noisy
3. Acts cool
4. Laughs a lot
5. Always has to be the boss
6. Laughs at people
7. Takes turns
8. Cons people
9. Lies
10. Picks on people
11. Always has to pick for teams
12. Makes fun of others
13. Polite and courteous
14. Usually agreeable
15. Teases others
16. Is proud of himself/herself
17. Helps others
18. Listens to others
19. Is at ease with people
20. Takes advice

Directions: In the first column write the behaviors of people who do not like themselves. In the second column write the behaviors of people who <u>do</u> like themselves.

Poor Self-Image	Good Self-Image
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____
6._____	6._____
7._____	7._____
8._____	8._____
9._____	9._____
10._____	10._____

Social Studies

1. Learn about the different ways people act in social circumstances.
2. Take a field trip to a local government meeting or social club meeting.
3. Discuss the roles and responsibilities involved in future roles of spouse, parent, citizen, worker, etc.
4. Make a poster of ways people should act when receiving a compliment, criticism, invitation, etc.
5. Study about the needs and wants of an individual.
6. Make a poster of things the student values.

Math

1. Role play a situation of two friends splitting a restaurant check and tip.
2. Develop a budget to cover a year's expenses for items such as greeting cards, gifts, etc.
3. Prepare a budget to give a party.

Music

1. Study and learn several social dances.
2. Listen to current music and have students engage in group discussions while practicing the skill of good conversation.
3. Have students bring in music (record, tapes, compact discs) that illustrates their value system.
4. Take students to a concert and make it a social group outing.

Art

1. Make decorations for a party.
2. Draw a picture of themselves and a friend having fun.
3. Draw a cartoon strip of two people solving a problem together.
4. Design and create a number of different greeting cards for all occasions.

Science

1. Learn the importance of good health and hygiene.
2. Develop a checklist to assess the physical self.
3. Make a poster of the needs of human survival (oxygen, food, water, sleep, warmth, etc.)
4. Construct a model of a healthy individual.

Reading/Spelling/Writing/Listening

1. Read a story in which the main character displays good social skills.
2. Read the local social section of the newspaper.
3. Develop spelling lists of words commonly used in social correspondence. (e.g., appreciate, please, thank you, sympathy, etc.)
4. Write an invitation to a social function.
5. Write a response to a R.S.V.P. or Regrets Only invitation.
7. Role play a situation depicting consquences of inappropriate listening.
8. Make a poster of the rules of good listening.
9. Watch a video of individuals showing good social skills.

Vocational/Academic Skills

OVERVIEW

The career education process allows students to acquire academic skills to prepare for vocational options. Academic skills are those skills basic to most educational settings and include such concepts as reading a map (CC/KS: Level III, D2); determining area of a surface (CC/KS: Level V, D1); or writing descriptions of persons or objects (CC/KS: Level II, G4). During instruction, it is important that the teacher relate academic skills to a variety of occupations at every possible opportunity. When the relationship between vocational and academic skills are clearly defined and demonstrated to students, a pattern for understanding begins. For some students, this pattern offers the structure which provides the necessary incentive to remain in the educational setting.

CURRICULUM COMPONENTS

Employability Skills

Employability skills are those skills necessary to seek and keep a job (Flanagan & Johnson, 1987). Research has shown that employers often list employability skills as qualities they most often seek when hiring or retaining employees. The skills include areas such as social, behavioral, communication and responsibility. Employability skills include competencies such as cooperating with co-workers, seeking assistance appropriately, offering assistance to co-workers, following directions, demonstrating initiative, being punctual and so forth. Employability skills should be taught throughout educational programs beginning in the early elementary years. By the time students reach junior high school, an assessment of these skills should net some appropriate level of accomplishment. Employability skills include those listed below:

- Arrive on time
- Ask questions
- Demonstrate basic hygiene
- Communicate with authority
- Communicate with peers
- Complete a questionnaire
- Cooperate with authority
- Cooperate with peers
- Demonstrate attendance
- Dress appropriately
- Follow multiple oral directions
- Follow multiple written directions
- Gain job related information
- Organize work space
- Participate in care of work area
- Demonstrate personal grooming
- Demonstrate appropriate social behaviors
- Show respect for property
- Speak clearly
- Tell time
- Use a calendar
- Use safety precautions
- Work independently
- Write legibly

(Flanagan & Johnson, 1987)

Instruction in the elementary grades may easily include activities which allow students to acquire the above mentioned skills. For example, students may role play various situations and determine the outcome by using appropriate communication skills. In another lesson, students might meet in small groups to determine how to handle a situation in which the problem is presented and an outcome has resulted. Discussion of the difference found between groups may allow for a decision-making and problem-solving skills exercise in order to write the best response from each group.

It would be quite appropriate for an elementary teacher to provide instruction for activities in which two groups of students were given two sets of directions--one oral and one in writing. The students would not be allowed to share their directions and would be given only a brief period of time to determine where their directions would take them if physically followed. Communication skills would be strengthened as students discussed how to get to a location as well as the variety of final ending points. In order to allow for higher level skill acquisition, students would be asked to give (oral and/or written) directions. This type of task requires prior planning and self-checking.

Elementary students often enjoy playing games. Games such as "What's My Line?," "Wheel of Fortune" and "20 Questions" can be designed to help students acquire information about careers and their related duties. Students are often reinforced by games of matching. Each student can contribute to the game by taking pictures of workers in the school and/or community and matching them to job performance tasks, equipment, clothing and so forth. As students compile information about a variety of careers, they may assemble them into a book for their "Year of Careers". This book can serve as a source to check for more information (Gillett, 1983). Games such as these and a variety of others may help teach elementary students about careers and employability skills.

To more clearly establish the connection between academic skills and vocational skills, a teacher may allow students the opportunity to "work" in a store in their classroom. It is quite possible to set up a small store and assign students to play various roles in the store such as sales clerk, boss, co-workers, delivery person, etc. These role play situations bring to life the skills which may not be clear through workbook or textbook readings.

Generalizable Skills

The main interest of any teaching program, and where most teaching programs fail, is not in students' performance during the training activity, but instead, in how well they perform in their real lives (McGinnis, Goldstein, Sprafkin & Gershaw, 1984). The actual use of a skill is facilitated by teaching it in a variety of settings in response

to a variety of persons (Stokes & Baer, 1977; Stokes, Baer, & Jackson, 1974). Teaching should occur in the setting which most closely resembles the natural environment. A generalizable skill is a cognitive, affective, or psychomotor skill that is basic to, necessary for success in, and transferrable within and among programs and occupations (Greenan, 1983). Generalizable skills or generalization training allows students to learn to transfer skills from one environment to another.

Four generalizable skill areas have been identified through recent research. These skill areas are:

- Mathematics
- Communications
- Interpersonal Relations
- Reasoning Skills

"It has been shown that the greater the number of identical elements or characteristics shared by the teaching and application settings, the greater the later transfer from teaching to real-life application" (McGinnis, et. al., 1984, p. 12). If real-life situations cannot be utilized in teaching students to transfer skills, an attempt should be made to develop a simulated setting. Students often need a number of practice sessions in which a task is completed appropriately. A simple check that demonstrates accomplishment of an objective once will not suffice for transfer of the skill later. Often the pencil/paper tests used in most classrooms are foreign to the actual performance in other real-life situations. It is very important that students understand the relevancy between their school work and requirements of occupations of their interest. Students must be given numerous opportunities to display acquisition of skills in a number of settings. Discussion of the differences in using that skill in each of those settings is also appropriate.

We must remember that the lack of basic job-related academic and interpersonal relations skills are primary reasons why students will: (a) drop out of school, (b) become underemployed or unemployed and (c) be unable to maintain employment. Vocational education begins with career awareness and exploration in the elementary years. This training is important as it provides the background needed for students to profit from vocational education programs which can provide "real world" relevant learning experiences.

Functional Skills

Skills taught to students which can be utilized in immediate situations as well as the future are functional in nature. As teachers, we must plan lessons in order to apply today's skills in tomorrow's world. For example, when teaching students to read and follow directions with at least three steps (CC/KS: Reading, Level III, D4), it is often more applicable if the student actually follows several sets of written and oral directions in different settings. Allowing for physical movement in this type of learning process enables students to "functionalize" the task.

During the elementary years students are exploring careers. The *Missouri Comprehensive Guidance Program* provides suggested activities for assisting students in this exploration (Area I, Category A). A functional curriculum would also provide students an opportunity to try the job. For example, in the classroom, each student might carry out her/his job duties from one of a number of professions in each job cluster. As these roles are carried out, nearly any of the *Core Competencies and Key Skills for Missouri Schools* could be taught simultaneously.

Math skills can become functional if they are taught with a specific tangible purpose in mind. Teaching students to constuct and interpret picture graphs and simple bar graphs (CC/KS: Mathematics, Level III, F1) may be made more functional when such an activity is directly tied to an exercise of the class. It would be very possible for students to have a bake off and chart and graph the results. The results could then be planned and reported by groups in order to meet a speaking competency (CC/KS: Language Arts/Reading/English, Level V, J4). As the findings are reported, individuals can state and explain their personal point of view of the results (CC/KS: Language Arts/Reading/English, Level IV, J3). As Missouri educators meet the requirements of the *Core Competencies and Key Skills for Missouri Schools* as well as the *Missouri Comprehensive Guidance Program*, they must consider student's individual needs and plan to functionalize lessons in order to meet those needs. Educators need to balance school reform issues with the basic educational needs of the student (Sarkees & West, 1990).

Assessment

Motivating and realistic learning experiences can increase academic learning as well as promote career development (Brolin & Gysbers, 1989). These types of experiences must be planned based on assessment data regarding each student's strengths, limitations, interests, learning characteristics and attitudes. Long range assessment that takes place throughout the educational program allows for better preparation of students entering the work force.

Assessment in the elementary years provides a summary of information and is often obtained through data collection, observation and interpretation rather than standardized testing. In the upper elementary grades, cumulative records may provide a portion of the assessment data. These records could profile a student's attendance, discipline records, medical and health records, achievement data and so forth. In order to gather assessment data on younger children as well as update information on upper elementary students, teachers and counselors might observe, interact and discuss with students a number of aspects related to career education.

In order to determine what to assess, teachers, counselors, parents and students should consider any opportunity that allows data to be gathered on the students':

- Strengths
- Limitations
- Attitudes/Behaviors
- Interests
- Learning Characteristics
- Independent Living Skills

Opportunities might arise out of classroom activities such as role plays, field trips, home assignments, projects, cooperative learning and simulated work activities.

One of the most significant criticisms of most formal testing programs is the inadequacy of the results to be readily translated into useful information for planning lessons (Phelps & Lutz, 1977). Though both formal and informal assessment might take place in the elementary years, opportunities to informally assess students often net the most useful information for the educational program targeted at career development and exploration. In order to determine what and how to teach, we must assess not only academic skills (such as math and reading); but also motor skills, personal-social skills and vocationally related skills such as career knowledge and specific vocational training (Mercer, 1989). Assessment of this type must take place at all grade and age levels.

Teachers monitor student progress every day during school. This monitoring can be compiled into a Student Assessment Profile. The profile would display the changes and growth in career development as it guides the teacher in developing lesson plans. This Student Assessment Profile might be used each year and include the following:

STUDENT ASSESSMENT PROFILE

Student Name_____ Birthdate_____

Grade 1
Date_____

Career Explorations	1._____	2._____	3._____
Strengths	1._____	2._____	3._____
Limitations	1._____	2._____	3._____
Interests	1._____	2._____	3._____
Learning Characteristics	1._____	2._____	3._____

Attitudes Toward Learning_____

Grade 2
Date _____

Career Explorations	1._____	2._____	3._____
Strengths	1._____	2._____	3._____
Limitations	1._____	2._____	3._____
Interests	1._____	2._____	3._____
Learning Characteristics	1._____	2._____	3._____

Attitudes Toward Learning_____

In order to assess each of these areas, the classroom can be arranged such that students are given opportunities to explore three occupations related to content area information being taught. Content area information should always be tied to related occupations and/or adult roles in society. For example, if instruction has taken place in the area of managing personal finances, three corners of the room might allow students to try out occupations related to managing finances. One corner could allow for activities one might undertake if a bank employee (loan officer, teller, etc). Another corner might allow students to work as a clerk in a grocery store, fast food restaurant or other place of business. The third corner might provide students an opportunity to plan a class "vacation" based on money earned from a variety of class projects.

The classroom teacher should allow students to pick their first, second and third choices of occupations to determine career interests related to managing finances. Carefully recorded observation of students in these occupations would identify strengths and limitations in areas such as work habits, interpersonal skills, job skills, daily living skills, comprehension, dexterity and so forth. Student abilities to record accurate information, to communicate, to plan methods of carrying out a task, to organize and to follow directions can be assessed and recorded.

Students' learning characteristics in a variety of situations can be assessed by giving students optional methods of exploring a career. Do they choose to work with a group or alone? Do they select an experiment or would they rather read about a career silently? Will they tackle a long term project or do they select the easy, short-term lesson? Will they cooperate in video training sessions or do they prefer to work intensively in a brief program that is undocumented? Do they select to answer questions orally or in writing, through drawings, or by taking a test? By observing students in a number of situations in which they explore careers, we begin to identify their learning characteristics. Knowledge of these characteristics enables educators to better plan appropriate lessons and activities for students.

Attitudes of future employees are developed while in the school setting. These attitudes should be carefully observed, recorded and discussed with students. The respect shown to co-workers on projects as well as the amount of initiative displayed during activities gives educators important data needed to nurture positive work attitudes in tomorrow's employees. Accepting praise as well as criticism should be evaluated and developed. For many students, these skills must be taught throughout their educational experience. Assessment data should enable educators to select appropriate methods and areas of instruction as well as teacher and learner activities to promote career awareness and development.

Occupational Awareness

During the elementary school years children develop an awareness of various occupations in their community and their attitudes about work. Vocational awareness and attitude development are skills which the elementary classroom teacher can infuse in many components of the regular curriculum. Interests in specific jobs and awareness of general work behaviors which are so necessary for employment can be fostered during the elementary school years. Teachers can also identify basic academic skills needed for jobs and teach those in a problem solving format in the curriculum content.

From the assessment of student awareness of jobs, observation of work-related behaviors in the classroom and interests in various types of jobs, teachers can plan and implement appropriate goals for instructional activities. Examples of such goals include:

- The student will classify jobs into occupational categories.
- By developing a collage from pictures from magazines, the students will describe their occupational interests.
- The students will complete the personal information needed on a simple job application.
- The students will complete all the tasks of various classroom jobs to receive rewards.
- The students will read the newspaper for job openings in their community.
- The students will clock in/out during the time they are completing the tasks of their classroom jobs.

Many methods are available to teach students about the various jobs available in the community which will make occupational awareness "come alive" for them. Guest speakers who come to the classroom can share their job roles and responsibilities with the class. To be prepared for the guest speaker, students can write questions to ask before the speaker's arrival to class. Attitudes toward work, and appropriate work behaviors and habits can be fostered by the development and implementation of classroom jobs and work behaviors to accompany them. Students can assess their own performance on classroom jobs or in the home. Parents can help evaluate their child's performance on tasks done at home. Students can describe the jobs of high interest to them and identify those jobs in which they excel. Jobs which require students to work together to perform the tasks can teach the students about team work and the influence individuals have on the effectiveness and efficiency of the task completion. What will happen if the student assigned to empty the classroom trash can does not do it for a week? What will happen to the classroom plants if the "plant waterer" does not do their job for the entire month? Creative teachers can build the remunerative aspects of work into the classroom by rewarding students for successfully arriving to "work" on time, completing their assigned tasks, getting along with their "co-workers", taking responsibility for their jobs, showing respect for the tools and equipment needed to complete the job and for accepting criticism favorably.

EXAMPLES OF INFUSION

Missouri Comprehensive Guidance Program (MCGP)

Counselors involved in the *Missouri Comprehensive Guidance Program* can be very effective in assisting the classroom teacher in infusing vocational components of a career education program into the classroom. Area I of the Program is devoted to career planning and exploration. Category A in Area 1 is devoted to Exploring Careers while Category C provides activities to Understand How Being Male or Female Relates to School and Work. With close cooperation between the school counselor and the classroom teacher, the *Missouri Comprehensive Guidance Program* can provide a framework for many innovative activities to teach students about vocational and occupational awareness.

Core Competencies and Key Skills (CC/KS)

The competencies covered in the *Core Competencies and Key Skills for Missouri Schools* (1986) can be covered in the curriculum while also addressing the vocational components of an infused career education program. Core competencies and key skills which relate to occupational awareness include:

Language Arts/Reading/English, Level II

- D2 Use book parts and reference sources to obtain information (table of contents, glossary, pictionary/dictionary) [about jobs people have]
- G4 Recognize and produce expressive and persuasive writing in descriptions of persons and objects; stories with at least three sentences; poems and social notes

Language Arts/Reading/English, Level III

- C9 Draw conclusions and make generalizations from material read [about jobs people have]

Language Arts/Reading/English, Level IV

- D6 Follow multistep directions
- H1 Demonstrate attention and courtesy by maintaining eye contact with speaker and asking questions for clarification and/or additional information at appropriate time
- J1 Follow or give multistep directions clearly and sequentially
- K1 Use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech and eye contact

Mathematics

There are many math competencies which prepare students to perform specific jobs. For example, measuring lengths (part of Level II, D5) would be an essential skill for a carpenter for precision and accuracy. Other competencies, such as telling time (part of Level II, D1) would be needed by all future employees.

Science, Level II

D4 Describe the importance of safe practices when using electrical appliances, outlets and cords

Science, Level III

A2 Identify safe and appropriate responses to a variety of hazardous and emergency situations

Social Studies/Civics, Level II

G2 Propose rules that provide order and fairness in the classroom

J1 Exhibit cooperation, compromise and responsible behavior in decision-making discussions

Social Studies/Civics, Level III

N3 Explain productivity and why it is important

Social Studies/Civics, Level IV

O1 Explain how and why employment in different industries varies among regions

Q1 Identify factors that contribute to changes in employment and income in regions studied

Social Studies/Civics, Level V

S2 Indicate how people learn and remember skills, attitudes and appropriate behavior for various settings

Social Studies/Civics, Level VI

S3 Identify different roles or positions an individual may assume (parent, student, friend, worker, citizen, adult, etc.) and the expected behavior usually attached to each role

Life Centered Career Education (LCCE)

The *Life Centered Career Education* (1989) devotes one curriculum domain to Occupational Guidance and Preparation in which six competencies have been delineated. These competencies represent what research, practitioner experience and expert opinion have deemed essential for successful career development. Students at the elementary level will begin to develop positive attitudes about work, gain information about workers and jobs and develop an understanding of their own skills, interests and abilities. The competencies which can be infused into elementary classes include:

- Knowing and Exploring Occupational Possibilities
- Selecting and Planning Occupational Choices
- Exhibiting Appropriate Work Habits and Behavior
- Exhibiting Sufficient Physical/Manual Skills
- Obtaining Specific Occupational Skills

Career awareness activities to work on the above Occupational Guidance and Preparation competencies can easily be infused into the elementary curriculum. For

example, "Knowing and Exploring Occupational Possibilities" might be infused in these ways:

Reading

- read the classified ads for job openings
- read job descriptions for jobs at different businesses in the community
- read the yellow pages for jobs in the community
- read the *Occupational Outlook Handbook* for jobs of interest

Math

- read the *Occupational Outlook Handbook* and compare/contrast/graph various salaries
- determine how much hourly salaries are if they are annualized

Writing

- write letters to local employers to inquire about the jobs done in their business
- write interview questions for guest speakers who give class presentations about their jobs
- write interview questions to interview your parents about their jobs
- write about "Your Favorite Job"

Writing

1. Write interview questions for guest speakers.
2. Write a letter to a personnel director to ask for copies of job descriptions.
3. Write the Chamber of Commerce/Job Service to receive information about jobs in your community.
4. Write mock job descriptions/ads for classroom jobs.
5. Develop written classroom rules.
6. Write local vocational schools/programs for information about their programs.
7. Keep a record of school attendance.
8. Interview parents about their jobs and write a classroom newspaper article about their jobs.
9. Write a report about why people work.
10. Write an evaluation form for classroom job use.
11. Write job interview questions. Practice interviewing with a partner.
12. Write "My Idea of Hard Work Is" composition.
13. Research and write a composition about what would happen if the (garbage collector, classroom pet care person) did not do their work?

Social Studies

1. Have guest speakers talk about their jobs: map maker, geologist, psychologist, counselor, natural resources forest ranger, librarian, store owner, government official.
2. Make a notebook about jobs people do and how they contribute to society.
3. Make a list of things that interest you and then research jobs which would meet your interests.
4. Develop job descriptions for classroom jobs, apply for one job, perform the job and rotate jobs each week. Classroom jobs: milk/lunch count, messenger, line monitor, black board cleaner, plant care person, pet care person, classroom janitor.

Science

1. Invite guest speakers to class: biologist, zoo keeper, veterinarian, doctor, nurse, nutritionist/dietician, lab technician, dentist, beautician, optometrist, weatherman, government official.
2. List jobs that are outdoor jobs/indoor jobs. What clothing does a job require?
3. Discuss safety requirements/considerations for various positions.
4. Discuss "stamina"-graph jobs that require less/more physical endurance. Which job would you like?

Reading

1. Read job descriptions of community jobs.
2. Read information received from Chamber of Commerce/Job Service and divide into occupational categories.
3. Read want ads to identify those of interest to you.
4. Research "benefits"- vacation, medical insurance, life insurance. Why do employees get them? How much do they cost?

Math

1. Check in/out of "work" (classroom) and determine how many hours worked daily/ weekly/monthly.
2. If paid different wages for different occupations, how much money would be made in each occupation for one month's work?
3. Determine the length of time it takes to complete classroom jobs. Record how long it takes you to do your job. Are you up to standards?
4. Research the math skills needed for various jobs: measuring (carpenter, cook), counting money (bank teller, clerk).

Independent Living Skills

OVERVIEW

Independent living skills include the full range of competencies which are necessary for an individual to assume social roles and fulfill the expectations of those roles in a wide range of settings common in everyday life. These skills prepare individuals to be responsible for self care, domestic activities, transportation, shopping, money management and leisure activities. Independent living skills are important components of career education. It is vital to teach students these skills to prepare them for their future roles of responsible person, consumer, citizen, family or household member and all other roles which make up their personal life.

INDEPENDENT LIVING CURRICULUM COMPONENTS

Independent living skills can be infused into the classroom curriculum and make many basic skills, such as math and reading, come to life for students. There are several curriculum models which address independent living skills. *Life Centered Career Education* (Brolin, 1989), the *Missouri Comprehensive Guidance Program* (Starr & Gysbers, 1989) and the *Core Competencies and Key Skills for Missouri Schools* (Department of Elementary and Secondary Education, 1986) each suggest several activities which address independent living skills.

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM (MCGP)

The *Missouri Comprehensive Guidance Program* (1989) includes a category which addresses one component of independent living: Learning how to use leisure time. The activities in this component can be used by the school counselor and the classroom teacher to help students explore leisure activities they enjoy and to learn about different hobbies, sports and activities they can do during their spare time. Through a variety of writing, reading, art, music and play activities students can identify how they like to use their free time at home and school and to explore new activities.

Many independent living skills can be taught during the elementary years when children are naturally curious about "how things work." During this time period children are curious about real life problems presented to them. Adding the prices of items needed for a birthday party is much more fun to do than completing twenty math problems on a page of paper. Comparison shopping is a very functional way to

teach "more than" and "less than." All these functional independent living skills can be infused into the academic curriculum at the elementary level.

The elementary school years are the natural time when students are learning to become more independent in many life skills. This provides an excellent opportunity for teachers to contact parents about the independent living skills they are encouraging their children to do at home.

CORE COMPETENCIES AND KEY SKILLS (CC/KS)

Core Competencies and Key Skills for Missouri Schools (1986) can be included while teaching independent living skills in the content areas. While teaching independent living skills in the reading content area for example, there are several core competencies and key skills which can be covered:

Language Arts/Reading/English, Level II

D3 Interpret information from simple maps and charts

Language Arts/Reading/English, Level III

D4 Read and follow directions with at least three steps

Language Arts/Reading/English, Level IV

D1 Select and use appropriate reference sources to obtain information: dictionary, encyclopedia, textbooks, trade books, atlas and telephone directory

In math, teachers can open a classroom store and use a variety of real objects to teach many Core competencies and key skills. The *Core Competencies and Key Skills for Missouri Schools* which would address independent living skills while purchasing and stocking a classroom store include:

Mathematics, Level II

D5 Measure lengths, weights (mass), volume and capacity using nonstandard and standard units

H1 Identify coins and state the respective values

Mathematics, Level III

B5 Add and subtract money amounts using the proper symbols

Mathematics, Level IV

H2 Make change in amounts through $5.00

Mathematics, Level VI

H3 Make change in amounts through $20.00

The teacher can also tie in many health and nutrition lessons by expanding on the concept of a class store to planning and preparing menus to teach the following science competencies:

Science, Level II

- A13 Observe desirable health and nutrition habits
- B4 Classify pictures of a variety of foods according to the basic food groups
- D4 Describe the importance of safe practices when using electrical appliances, outlets and cords

Science, Level III

- A2 Identify safe and appropriate responses to a variety of hazardous and emergency situations [e.g., the kitchen]

Science, Level VI

- D4 Draw a food chain and food web

These social studies/civics key skills found under the economics category can also be taught through managing the classroom/school store:

Economics, Level II

- N1 Identify the resources needed in producing familiar goods and services
- O3 Identify ways households obtain income to purchase goods and services

Social studies and civics can come to life for students by teaching key skills and core competencies through constructing maps of the students' community, county and state. Students can locate where they live, go to church, buy their groceries, go to movies, etc. Students can also explore various methods of transportation which can be used to reach destinations on their maps. Specific core competencies and key skills which can be taught through personalized maps are:

Social Studies/Civics, Level III

- D2 Interpret simple maps, using knowledge of direction, distance, size, common map symbols and other symbols explained in the legend
- D3 Construct simple maps of the local area (classroom, playground, neighborhood, town)
- D4 Communicate clearly how to go from one place to another in the school or neighborhood using verbal directions and a hand drawn map

Social Studies/Civics, Level IV

- A1 Match maps with real places or with photographs

Social Studies/Civics, Level V

- E4 Identify innovations in transportation and communication, and describe their impact on the lives of Americans

LIFE CENTERED CAREER EDUCATION (LCCE)

The *Life Centered Career Education* (1989) devotes one curriculum area to independent living skills called Daily Living Skills. The LCCE curriculum provides a framework for teachers to organize assessment and learning activities to teach students competencies including:

- Managing Personal Finances
- Selecting and Managing a Household
- Caring for Personal Needs
- Raising Children and Meeting Marriage Responsibilities
- Buying, Preparing and Consuming Food
- Exhibiting Responsible Citizenship
- Utilizing Recreational Facilities and Engaging in Leisure
- Getting Around the Community

A creative teacher can implement a variety of school and nonschool activities to infuse the above competencies into the content areas. For example, Buying, Preparing and Consuming Food can be infused in these ways:

Reading
- read the grocery ads for food needed for a birthday party
- read directions on the box to prepare cookies and cupcakes
- read recipes to make homemade ice cream

Math
- determine how many cookies, cupcakes and how much ice cream is needed for a birthday party
- determine how much it costs to buy food for a birthday party
- compare prices for items needed for a birthday party

Writing
- write a shopping list for food items needed for a birthday party

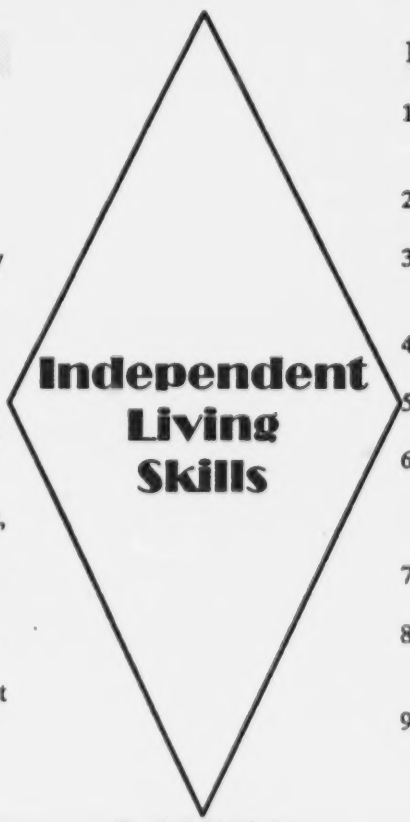
Science
- determine the tools/equipment needed to prepare food items needed for a birthday party
- study how ice cream can be made by hand

Science

1. Study nutrition: four food groups, maintain record of foods eaten, maintain record of physical fitness activities, measure height, weight and changes throughout the year.
2. Research common illnesses-causes, symptoms, treatment, prevention.
3. Research hygiene needs. Record personal appearance daily, check with classroom mirror.
4. Plan weekly menu. Make lists of food to purchase, how to store food and/or cooking methods.
5. Research safety in the home and make a collage.
6. Plant a garden to grow foods.
7. Research tools/machines and how they work.
8. Record/graph daily temperature from school or home thermometer.

Math

1. Keep a record of personal expenditures-how much allowance is earned and how much is saved and spent.
2. Research how much money it would cost to maintain a household for a month.
3. Measure baking, cooking items, reduce/increase recipe, determine amounts of food products for recipe preparation.
4. Measure soap for laundry.
5. Research prices for clothes, comparison shopping.
6. Read city maps, determine longest/shortest route to destinations. Figure miles, miles per gallon.
7. Add the prices for a meal at McDonalds, Burger King, Taco Bell. Figure coins/money needed.



Reading/Spelling/Writing

1. Read newspapers and news magazines for current events.
2. Spell names of locals stores, banks, laundries.
3. Write letters to Congress for information on legislative process.
4. Write and mail a letter to a relative who lives far away.
5. Write a story about yourself to share with a friend.
6. Write a book about where your parents buy groceries, bank, play, go to church, etc.
7. Write a story about a true or make believe vacation.
8. "My Dream Vacation" -research and write composition.
9. "My Idea of a Good Summer Is" composition.

Social Studies

1. Prepare a poster of clothes worn during different weather.
2. Research local laws for bicycles, jay walking, etc.
3. Research voting and hold a class election.
4. Research community resources for: health care, recreation, grocery stores, drug stores, banks, laundry.
5. Read newspapers and news magazines to be informed of current events.
6. Learn about transportation options in your city.
7. Make a map of your city and indicate important land marks. Mark airports, bus routes, parks and frequently used businesses.
8. Learn traffic signs and functional words used in community.

Counselor's Role in Career Education

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM (MCGP)

Since 1984 the Missouri Department of Elementary and Secondary Education has been involved in helping schools develop and implement comprehensive guidance programs in kindergarten through grade twelve. It is believed that comprehensive guidance programs are vital if excellence in education is to be achieved. Within this programmatic framework is a guidance curriculum that includes career education competencies (see Introduction). With these competencies are student outcomes and activities to be implemented in the guidance program. It is important to keep the school guidance counselor's role in career education within the context of the overall guidance and counseling program.

A professionally prepared and personally committed guidance counselor serves as a vital component for the delivery of quality career development services to all students. These services can be most effective when a career development guidance program is implemented. A comprehensive competency based guidance program allows more opportunity for implementation of career development activities. The *Missouri Comprehensive Guidance Program* has four program components. These components are guidance curriculum, individual planning, responsive services and system support. The program components consist of identified student competencies.

Competencies appropriate for the elementary years include activities for career awareness. These activities focus on helping students become more aware of their feelings and distinguishing their values. In assisting students to learn and understand more about themselves, their feelings of self-worth are enhanced. Students also learn socially appropriate behavior and effective communication skills to prepare for careers. Brolin and Gysbers (1989) state that with the use of occupational competencies "the focus is on developing positive attitudes about work, to begin to see themselves as potential workers, and to become aware of different kinds of jobs and job responsibilities" (p. 158). In addition, the focus is on the development of a work personality and awareness of the kinds of work habits and behaviors required to be successful.

School counselors provide career development opportunities for all students. When career development is a component of a guidance curriculum the quality of

services in enhanced. In order to effectively implement the guidance activities in a guidance curriculum Brolin and Gysbers (1989) list the following counselor competencies:

- Conduct or arrange for a career assessment for students with disabilities.
- Develop and use community resources, particularly for referral purposes.
- Become an advocate for students with disabilities.
- Contribute to the development and monitoring of individual learning programs in cooperation with other educators and parents.
- Consult with parents concerning the career development of their children.
- Consult with other educators concerning the development of self-awareness and decision-making competencies in students.
- Work with students in the selection of training opportunities and the selection of job possibilities.
- Counsel students.

(p. 158)

The American School Counselor Association (ASCA) has consistently set career guidance as a high priority needed by youth, parents, school boards and the general public. Because of this priority, ASCA has written a policy statement addressing career guidance practices in today's changing society. The role of the guidance counselor is better defined through this policy and supports career education directed by school counselors.

PARENTAL INVOLVEMENT

Another component of career development is parental involvement. School counselors can be actively involved in recruiting parental input and support in career awareness and exploration activities as well as career planning and influencing career decisions. Often counselors must confront and broaden parental attitudes regarding career choices for their children. Birk and Blimline (1984) suggest school counselors help parents develop attitudes to:

- Accept the challenge to actively collaborate with counselors and teachers in the career development process.
- Acknowledge and accept the importance of the parental role in career development.
- Maintain a belief in the importance of a child's decision-making.
- Acknowledge the presence and value of work within the home/family structure.
- Advocate increased career opportunities for all without regard to social or sexual stereotypes.

(p. 316)

STUDENTS WITH DISABILITIES

Children with disabilities have a need and a right to career education services. These services may be delivered in part with a school guidance counselor in a comprehensive guidance program. The competencies within the *Missouri*

Comprehensive Guidance Program will enable children with disabilities to gain the developmental skills necessary for life transitions to junior high, high school and adult life. Counselors should be aware of the special needs of these students, ensure that career education goals are incorporated into their individualized education plans (IEP's) and that assessment and mastery of the skills are achieved. Counselors can also assure that coordination of services occurs for these students at transition points in their lives. Clark and Kolstoe (1990) stated;

> "The career/transition model is, in fact, an extension of the comprehensive career guidance movement. It reflects the intent of its proponents to absorb vocational guidance techniques and strategies and expand them to provide a more appropriate repertoire of interventions to individuals with handicapping conditions in a greater number and variety of settings".
>
> (p. 291)

The elementary counselor is in a unique position to guide and support the successful development of career education skills in students with disabilities. This position carries with it responsibilities to work with students, parents and teachers to enhance the opportunities designed for career development both within the school and within the community.

Parent's Role in Career Education

Parents play a crucial role in the career development of their children. Research by Leifer and Lesser (1976) indicated that parents are the primary determinist of children's career choices. In research conducted Pallone, Hurley and Richard (1973) and Steinke and Kaczkowski (1961), most adolescents listed their parents as most responsible for their career choice. Other research has also confirmed these findings. Further research indicates that children's career development is greatly influenced by the family, especially by the social status and educational level of the parents. Socioeconomic backgrounds, basic values and views regarding the value of an education and regard for social status in the community all influence the goals that parents have for their children. Parental aspirations greatly impact the attitude and achievement of children in the career development process. Parents of children with disabilities have a wide range of perspectives on the future occupational goals for their children. A common issue for these parents and children is the degree to which their children can ultimately make an independent career choice.

Given that parents are the primary influence on career development, partnerships between parents and schools should be strengthened to enhance the career development of children. For a partnership between parents and schools to flourish, educators must provide for parents accurate, up-to-date information on:

- the role of parents in children's career decisions,
- changing career choices and broadened options for males and females,
- educational opportunities,
- wage and salary statistics,
- the importance and stages of career planning,
- barriers to the career development process,
- career resources in the school and community,
- myths involved in sex-role stereotyping,
- sex equity laws and
- ways to improve communication skills between the parent and child.

(Birk & Blimline, 1984)

At times parents' ambitions and dreams for their children may run counter to what appears to be realistic expectations. In these situations, consultations should occur with the students, parents, teachers and counselors. From these meetings, a realistic plan should evolve. It should be stressed that career development is an ongoing process, starting at birth and continuing through adulthood.

To be active in helping children plan for their career choices parents may use the following suggestions.

In the Elementary School Years

- Point out examples of workers providing services and creating products in your community.
- Make an effort to show both men and women in a variety of occupations. You might accomplish this by taking children on field trips to places like stores, hospitals and local business.
- Encourage children to approach jobs at home in a positive manner and to complete them in a certain amount of time. Give praise for jobs well done. Point out the relationship between home chores and careers that require the same skills.
- Listen for whether your children consider certain kinds of work "masculine" or "feminine" and help them see beyond the stereotypes. Try not to assign jobs at home by sex. Avoid labels such as "sissy" or "tomboy" in talking about the way children behave. Look closely at your own expectations for sons and daughters. Do they truly foster equal aspirations and choices?
- Introduce children early to a wide range of sports and hobbies. Encourage girls as well as boys to participate in team sports if they are interested. Broadening children's interest provides more opportunities for them to succeed.
- Encourage children to ask the question, "What will I be when I grow up?" Allow them to consider all possible job choices, even if some seem questionable to you. Give them toys that promote role playing of many different jobs. Try to make decisions "with" your children, rather than "for" them.
- Help children select leisure reading materials that show different sexes, races and ethnic backgrounds in a variety of work and social settings.
- Participate in the school's career education effort as a guest speaker, activity leader or field trip sponsor.
- Express interest in children's school work, to them it is *real* work. Help children understand the importance of school by showing how subjects like reading, writing and arithmetic are used in most occupations and in daily living.

In the Junior High School Years

- Discuss your career and volunteer activities with your children and their friends. Share information about how your work satisfies your personal, economic and social needs.
- Discuss your responsibilities and the kinds of decisions you make at work, how you work with others, what skills and knowledge you use to get the job done, the jobs you've held before and why you left them and your job goals for the future. If possible, take children to work with you to observe all you've described firsthand.
- Discuss children's skills, abilities, interests, values and goals with them as they select academic courses and extra-curricular activities. Encourage a positive attitude toward education. Help them realize they can enroll in high school vocational programs and go to college if they wish.
- Encourage children to participate in service-oriented activities in their community. Many learning experiences are sponsored by clubs, religious organizations, health care agencies and volunteer agencies.
- "Hands on" activities are especially important for junior high students. Try to arrange for them to observe, talk with, work alongside and receive instruction from adults working in their areas of interest. Help them meet a wide range of workers, especially those in jobs considered "non-traditional."
- Build financial understanding in children by explaining everyday tax, market and banking concepts and by involving them in economic choices and guided money management.

In the High School Years

Young people may need help understanding the links between present choices and future outcomes. You can assist them in developing guidelines for choosing among school courses, higher education options and employment opportunities.

- Encourage them to consult teachers and counselors for additional help in identifying interests and abilities and to seek guidance in applying this knowledge about themselves in the world of work.
- If possible, arrange for young people to visit vocational schools, technical schools, colleges and universities. All kinds of post-secondary educational opportunities should be explored, including apprenticeships, community colleges and the armed forces.
- Besides helping to arrange career "shadowing" and other exploration experiences for young people, offer to sponsor such activities at your own work place.
- Encourage young adults to obtain and maintain job commitments, paid or unpaid, for at least a few months before leaving high school. Options might include summer or after-school jobs, school-sponsored internships, work experience programs and regularly scheduled volunteer service.
- Promote the understanding in young people that they will need not only job skills, but also adaptable skills for occupational success.
- Give young adults certain economic obligations, such as saving for education, special trips or items. Help them develop financial plans and timelines.
- Help young people see themselves as worthy individuals, capable of making increasingly independent decisions.

(Missouri School Counselor Association Brochure, *Pointers for Parents*, 1988.)

Funding Sources for Career Education Projects

WRITING A GRANT

External funding is not necessary to conduct an elementary career education program. However, writing a grant to aid in program development, administration and evaluation can be helpful. A basic rule of thumb to keep in mind when embarking on grant writing is...keep it simple and logical. And, follow the guidelines and regulations of the funding source. Most grant proposals contain some form of the following six components:

Statement of Needs - Provides a description of the problem, unmet needs and how you will meet them. A needs assessment will be useful here. Contact Missouri LINC for a guide for conducting needs assessment.

Goals Statement - Describes the goals, objectives, outcomes and timeliness of the proposed project.

Action Plan - Outlines the activities to be conducted and the personnel responsible for each component.

Evaluation Plan - Describes feedback mechanisms and how to measure the success of each goal and objective.

Qualifications - Describes the competencies of the school and staff in conducting grant activities.

Budget - Outlines the specific uses and amounts of money being sought.

Specific resources that may assist in the proposal writing stage include the following:

Andres, D.B. & Drier, H.N. (1986). How to fund career guidance programs. Wooster, OH: Bell & Howell Company. ISBN: 0-934425-40-X

Ferguson, J. (1989). Grants for schools: How to find and win funds for K-12 programs. Alexandria, VA: Capitol Publications, Inc. ISBN: 0-937925-51-9

Hall, M. (1988). Getting funded: A complete guide to proposal writing (3rd ed.). ISBN: 0-87678-070-2

Miller, C. (1989). Grants: A teacher perspective. Vocational Education Journal, 64, 29-30.

LOCATING FUNDING SOURCES

Funds for elementary career education can be available from a variety of sources. In general, funds can be sought from local, state, federal and private sources.

Local Sources

Miller (1989) suggests the following local outlets:

- Community service organizations such as Lions International groups and Rotary Clubs.
- Local businesses and industries often are willing to provide funds for school projects.
- Doctors, lawyers and other professionals sometimes set up grants through will or trust funds.

Local sources don't advertise, so creative networking and advocacy may be the key to locating or developing these sources. Of course, local fund raising activities should not be overlooked. Aside from traditional bake sales or school wide garage sales or auctions, creatively designed fund raising activities can both advertise your career education emphasis and generate funds.

Fox example:

- Design and silk-screen tee-shirts or bumper stickers for sale. Include the school or district name and a catchy slogan. For example, "WARNING - I Stop to Explore All Career Options." "Have you explored a career today? Miami School District Prepares for the Future." "Career for Kids: Miami School District Corners the Market in Career Education."
- Involve parents in the school in a "Career Education Baby Sitting Services." Ask parent care providers to donate their time for baby sitting while parent consumers pay for services. All funds are donated to the career education fund and each participating parent must equally provide service and consume service. Have each baby sitting parent share their career during "quiet time."
- Organize a school or district wide "Careers Carnival". Have classes of students develop a booth with games and activities on a career theme, eg. "Careers in Nursing", "Careers in Technology." Parents, students and community members donate a nominal fee for game participation with fees going toward the Career Education fund. Booths/classes generating the most money win a special prize or honor.

State Sources

A primary state source for funding is the Missouri Incentives for School Excellence Programs. As one of the provisions of the Excellence in Education Act of 1985, the purpose of the Incentives Grant Program is to encourage exemplary and innovative programs designed to improve instruction. Grants may be given to a teacher, a group of teachers, a school or a district. Each year the Department of Elementary and Secondary Education targets priority funding topics. For instance, in 1989-90, two areas of priority funding related to elementary career education that a grant could be written under are: 1) At-Risk Elementary and 2) Parent/ Community Involvement.

In addition, a grant application may be submitted under a school to state matching formula or under a free formula; where funds are provided with no expectation of matching school funds. This class of incentive grants do not require designation under a targeted area and could be written for a variety of elementary career education projects. Competition for incentive grant funds vary with 14% to 53% of submitted grants funded depending on under which category the grant is submitted. The size of the grant varies widely with state contributions ranging from about $3,000 to $50,000.

Contact: Jean Cole
Instructional Improvement and Resources Section
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-7736

Missouri Comprehensive Guidance Source

An excellent source of support for school districts is the *Missouri Comprehensive Guidance Program*. This is a broad brush guidance program that has been developed to provide a comprehensive guidance model. The curriculum includes three major areas: Career Planning and Exploration; Knowledge of Self and Others; and Educational and Vocational Development.

Contact: Marion Starr
Department Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4209

Federal Sources

Federal grant sources are abundant. However, one should be aware that federal and private grant writing can be a complicated and time consuming process, so prior planning is essential. Often, collaborative involvement with parents, community agencies or other institutions may be important. Ferguson (1989) provides summaries of federal and private funds available to schools. What follows is a summary of sources that relate to elementary career education. Write to program contacts for information regarding current year priorities, funding levels and application deadlines.

Follow Through

Directed at low income kindergarten and primary grade students who were previously involved in Head Start or similar preschool programs. Goals of the program are to: a) provide comprehensive services; b) achieve parental involvement; c) produce innovative educational approaches and d) to demonstrate follow through practice.

Contact: Barbara Little
Office of Elementary & Secondary Education
Education Department
400 Maryland Avenue SW
Washington, DC 20202
(202) 732-4694

Research in Education of the Handicapped

This program provides funds for a small grants program to support research and related activities to improve special education and related services.

Contact: Linda Glidewell
Division of Innovation & Development
OSEP, Ed. Dept., Room 3522
400 Maryland Avenue SW
Washington, DC 20202
(202) 732-1099

Women's Educational Equity

This program funds demonstration, development and dissemination activities designed to provide education equity for girls or women. Priority areas (these may change from year to year) include guidance and counseling programs to develop and implement programs regarding career opportunities.

Contact: Alice Ford
Women's Educational Equity Act Program
Education Department Room 2065, FOB-6
400 Maryland Avenue SW
Washington, DC 20202
(202) 732-4351

School Drop Out Demonstration Assistance

This program will provide assistance to LEA's to establish dropout prevention programs.

Contact: John Fiegle
Education Department
400 Maryland Avenue SW
Washington, DC 20202
(202) 732-4351

Fund for the Improvement and Reform of Schools and Teaching

Developed to improve education opportunities and performance of elementary and secondary schools, projects can focus on: promoting closer ties among school teachers, administration, families and local community; helping at-risk or disadvantaged students meet higher educational standards, plus other areas. Priority is given to schools with below average academic performance.

Contact: Carl Jensen
FIRST
Education Department, Room 4132
400 Maryland Avenue
Washington, DC 20202
(202) 357-6496

Family/School Partnerships

These funds are available to increase the involvement of families in improvement of their children's education. Only LEA's eligible for Chapter 1 funding are considered. Several priority areas exist including: development of practices to meet changing demographics of families and school age children; and, development of school practices to encourage the involvement of parents of special groups of students including minorities, disadvantaged and students with disabilities.

Contact: Carl Jensen
FIRST
Education Department, Room 4132
400 Maryland Avenue SW
Washington, DC 20202
(202) 357-6496

Student Community Service Projects

This program encourages the involvement of students in volunteer services within the community to encourage service experience and to participate in activities that address poverty related problems. Matching funds of $3,000 are required.

Contact: Valerie Wheeler
ACTION
806 Connecticut Avenue NW
Washington, DC 20525
(202) 634-9445

Private Sources

Private corporations and foundations can provide schools funds for programming. The key to utilizing these sources is in locating a source at the local or national level that provides goods or services that are related to career education.

Two directories may assist in this process. These are:

Swift, W.H. (1985). The directory of Missouri foundations. Swift Associates, P.O. Box 28033, St. Louis, MO 63119.

Annual register of grant support 1990. National Register Publishing Co., Macmillan Directory Division, 3004 Glenview Rd., Wilmette, IL 60091.

Some examples of private foundations whose area of interest relate to career education include the following.

American Express Philanthropic Program
World Financial Center
New York, NY 10285-4710
(212) 640-5661

This corporation will fund non-profit organizations in the areas of community services; education, employment and training; cultural diversity and national heritage.

Curtice-Burns/Pro-Fac Foundation
P.O. Box 681
Rochester, NY 14603
(716) 325-1020

This foundation will fund non-profit organizations. Areas of interest are: education, health, youth, arts, agriculture and community.

J.M. McDonald Foundation, Inc.
2057 East River Road
Cortland, NY 13045
(607) 756-9283

This foundation provides grants in the areas of education, children and youth, hospital and medical care, safety and health and the aged, blind, deaf and handicapped.

These examples are but a few of the hundreds of corporations and foundations that can provide money for educational programming. Competition for funds can be tough since requests are often nationally based. However, persistence and networking can pay off as schools develop partnerships with the private sector.

Publishers List for Career Education Materials

Allyn & Bacon, Inc.
160 Gould Street
Needham Heights, MA 02194
(800) 223-1360

American Guidance Service
P.O. Box 99
Circle Pines, MN 55014-1796
(800) 328-2560

Aspen Publications
1600 Research Boulevard
Rockville, MD 20850
(800) 638-8437

Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Attainment Company
P.O. Box 103
Oregon, WI 53575
(800) 327-4269

Career Aids
20417 Nordhoff Street
Chatsworth, CA 91311
(818) 341-2535

Career Assessment and Placement Center
Whittier Union High School District
9401 South Painter Avenue
Whittier, CA 90605

Colorado Department of Education
Special Education Services Unit
201 East Colfax Avenue
Denver, CO 80203

Council For Exceptional Children
1920 Association Drive
Reston, VA 22091-1509
(703) 620-3660

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589
(800) 225-0248

Curriculum Publishers Clearinghouse
Western Illinois University
Horrabin Hall #46
Macomb, IL 61455
(309) 298-1917

Developing Life Skills Assessment Company
1510 Oak Knoll Drive
Cincinnati, OH 45224
(513) 522-9438

Ebsco Curriculum Materials
P.O. Box 2621
Chelsa, AL 35043-0262 or
P.O. Box 486
Birmingham, AL 35201
(800) 633-8623

Edmark Corporation
P.O. Box 3903
Bellevue, WA 98009-9990
(800) 426-0856
(206) 746-3900

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, CA 92107
(619) 222-1666

Educational Design, Inc.
47 West 13th Street
New York, NY 10011
(800) 221-9372

F.R. Publications
1103 St. Paul Drive
Merrill, WI 54452

Fearon Education
19 Davis Drive
Belmont, CA 94002
(415) 592-7810

Guidance Associates
Communications Park
Box 3000
Mount Kisco, NY 10549-0900
(800) 431-1242

High Noon Books
A Division of Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949-6191
(415) 883-3314

Instructional Materials Laboratory
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800) 669-2465

Iowa Department of Education
Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3176

Janus Book Publishers, Inc.
2501 Industrial Parkway-West,
Department 5-6
Hayward, CA 94545

Kids In Between
2229 Park Avenue
St. Louis, MO 63104
(314) 771-4769

Lakeshore Curriculum Materials Company
2695 East Dominguez Street
P.O. Box 6261
Carson, CA 90749
(800) 421-5354

Mafex Associates, Inc.
90 Cherry Street
P.O. Box 519
Johnstown, PA 15907
(814) 535-3597

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1342

Media Materials, Inc.
2936 Remington Avenue
Baltimore, MD 21211-2891
(800) 638-1010

Melton Peninsula, Inc.
161 Pittsburgh Street
Dallas, TX 75207
(214) 748-0564

Meridian Education Corporation
236 East Front Street
Bloomington, IL 61701

Milwaukee Public Schools
Department of Public Affairs and Communications
5225 West Vliet Street
Milwaukee, WI 53201
(414) 475-8272

Montgomery County Public Schools
Department of Career and Vocational Education
850 Hungerford Drive
Rockville, MD 20850

New Readers Press
1320 Jamesville Avenue
Department 49
Box 131
Syracuse, NY 13210
(800) 448-8878
(315) 422-9121

Opportunities for Learning, Inc.
1047 Nordhoff Street
Department EM
Chatsworth, CA 91311
(818) 341-2325

Pendergrass Publishing Company
P.O. Box 66
Phoenix, NY 13135

Prentice Hall, Inc.
School Division of Simon & Schuster
4343 Equity Drive
P.O. Box 2649
Columbus, OH 43216-2649
(800) 848-9500

Proctor & Gamble
Educational Services
P.O. Box 14009
Cincinnati, OH 45214
(800) 323-5482

Pro-Ed
5341 Industrial Oaks Boulevard
Austin, TX 78735
(512) 451-3246

Project ISU
Occupational Training Center, Inc.
665 Pelham Boulevard
St. Paul, MN 55114

Psychological Corporation
555 Academic Court
San Antonio, TX 78204-2498
(512) 299-1061

Rehabilitation Research and Training Center
University of Wisconsin
1050 University Avenue
Madison, WI 53706

Research Press Company
P.O. Box 3177, Dept. S
Champaign, IL 61826-3177
(217) 352-3273

St. Louis Public Schools
5183 Raymond Avenue
St. Louis, MO 63113

Scholastic, Inc.
P.O. Box 7501
2931 East McCarty Street
Jefferson City, MO 65102
(800) 392-2179

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768-9981
(800) 531-5015

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, FL 32247-5087
(904) 731-1415

University Park Press
300 North Charles Street-Downtown
Baltimore, MD 21201
(310) 547-0700

J. Weston Walch, Inc.
P.O. Box 658
321 Valley Street
Portland, ME 04104-0658
(800) 341-6094

Weisner Educational, Inc.
30081 Comercio Street
Rancho Santa Margarita, CA 92688

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